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ABSTRACT

This resource guide is intended to facilitate cooperation and exchange of knowledge among civic educators around the world. The guide is divided into six parts. Part 1 consists of three civic education papers: "Education and Democratic Citizenship: Where We Stand" (Albert Shanker); "Civil Society and Democracy Reconsidered" (Charles Bahmueller); and "Civil Society and the Worldwide Surge of Democracy: Implications for Civic Education" (John J. Patrick). Part 2 features an annotated bibliography of materials about civic education from July 1996 through July 1997 selected from the ERIC database. Part 3 contains nine ERIC Digests on civic education published between 1994 and 1997. Part 4 is an annotated bibliography of books that address key topics about the work of civic educators. Topics covered include comparative politics in democratic societies, Western political philosophy on civil society and democracy, U.S. political/constitutional history, contemporary U.S. civil society, and civic education in the United States. Part 5 is a selective list of Internet resources about international civic education and features information useful to civic educators. Part 6 is an international directory of civic education leaders, programs, organizations, and centers. The entries include names, addresses, telephone numbers, electronic mail addresses, and World Wide Web sites. An appendix concludes the guide and features information about CIVITAS, an International Civic Education Exchange Program and documents and journal articles in the ERIC database. (JEH)

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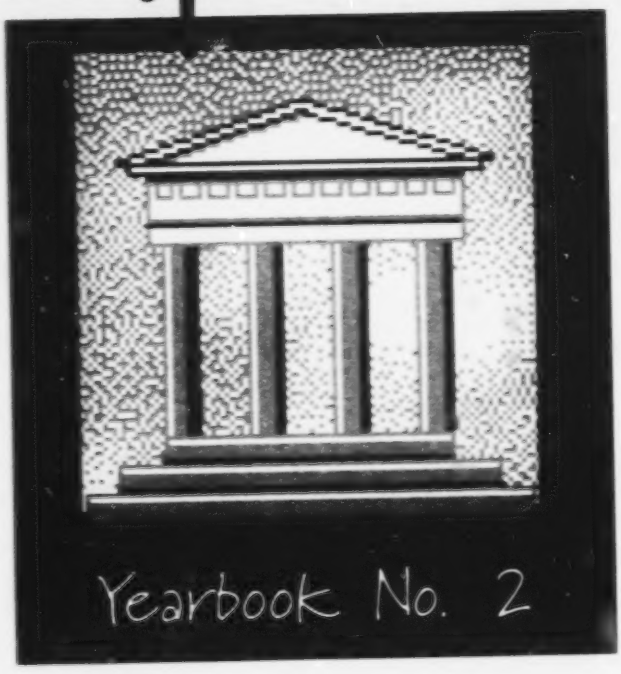
Resources on Civic Education for Democracy: International Perspectives



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Laura A. Pinhey and Candace L. Boyer, Editors

The ERIC Clearinghouse for Social Studies/Social Science Education and the Adjunct ERIC Clearinghouse for International Civic Education
1997

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Resources on Civic Education for Democracy: International Perspectives

Yearbook No. 2

Laura A. Pinhey and Candace L. Boyer, Editors

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and the Adjunct ERIC Clearinghouse for International Civic Education

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CIVITAS: An International Civic Education Exchange Program is a consortium of leading organizations in civic education in the United States and other nations. The Center for Civic Education, directed by Charles N. Quigley, Executive Director, coordinates and administers the CIVITAS program. The United States Department of Education supports the program, which is conducted in cooperation with the United States Information Agency (USIA) and its affiliated offices in participating nations in Central and Eastern Europe and Russia. CIVITAS enables civic educators from the United States of America and cooperating countries to learn from and help each other in improving civic education for democracy.

ERIC, Educational Resources Information Center, is an information system sponsored by the Office of Educational Research and Improvement (OERI), within the U.S. Department of Education.

DEDICATED TO ALBERT SHANKER

This book is dedicated to ***Albert Shanker****, who was committed to the principles and practices of education for democracy. As President of the American Federation of Teachers (AFT) from 1974 until his death in 1997, he was an extraordinary champion of democratic ideals in America and abroad. In recognition of Albert Shanker's monumental achievements, President William Clinton honored him during a memorial service in April 1997 by establishing the* ***"Albert Shanker Fellows"*** *program. A news release issued by the United States Information Agency (USIA) about the memorial service for Albert Shanker is reprinted below.*

PRESIDENT CLINTON ANNOUNCES DESIGNATION OF CIVIC EDUCATION EXCHANGE PARTICIPANTS TO HONOR ALBERT SHANKER

USIA PROGRAM PARTICIPANTS AMONG FIRST "SHANKER FELLOWS"

Washington, D.C. (April 9, 1997) — President Clinton announced today during a memorial service for Albert Shanker, late president of the AFT, that participants in a joint Department of Education – U.S. Information Agency (USIA) international civic education exchange program will be designated "Albert Shanker Fellows." Moreover, nine educators from Bosnia and Herzegovina, among the first Shanker Fellows, are in Washington, D.C. this week on USIA-sponsored programs. Other Shanker Fellows, civic educators from Poland, the Czech Republic, Hungary, Latvia, and Russia, are also in Washington to discuss education for democracy in countries in transition.

The designation "Shanker Fellow" recognizes civic educators and democratic activists in Central and Eastern Europe and the Newly Independent States of the former Soviet Union (NIS), who have developed strong civic education and civil society activities in their own countries. It also highlights their contributions to the development of civil societies through civic education projects elsewhere in Europe, particularly contributions that support the fledgling civic education program in Bosnia and Herzegovina.

At the service, President Clinton said, "In the last years of his life, Al Shanker worked hard to bring the people of the world together. And he wanted teachers to lead the way. As the son of Russian immigrants, he had a deep interest in the work of the USIA which has been sending American teachers abroad and bringing foreign teachers to America to support the development of democracy, especially in Central and Eastern Europe and the NIS. I am pleased to announce today that teachers who participate in these international programs in civic education will be designated 'Shanker Fellows' and that will be another wonderful part of Al's great legacy."

Two of the first Shanker Fellows, Balazs Hidveghi from Hungary and Guntars Catlaks from Latvia, attended the memorial service.

Joining President Clinton in praising Albert Shanker and the efforts of the Shanker Fellows, USIA Director Joseph Duffey said, "For many years, Al Shanker championed education for democracy with phenomenal energy, creativity, and wisdom. Because of programs such as CIVITAS, the new democracies of Central and Eastern Europe, and increasingly Russia, have made enormous strides in building the foundations of democratic, free-market societies. The Shanker Fellows are a most fitting legacy of Al Shanker's lifelong work."

Under Albert Shanker's leadership, the AFT helped found the CIVITAS consortium for civic education. Composed of teachers, school administrators, and civic activists from the United States and more than 50 other nations, CIVITAS was formed in 1995 to strengthen civic education and constitutional democracy throughout the world and works to improve the capacities of its members through the exchange of ideas, techniques, and materials.

Albert Shanker, President of the American Federation of Teachers, AFL-CIO, 1974-1997.

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Introduction

This volume, the second in a series inaugurated in 1996, was developed to facilitate global communication and cooperation among democratic civic educators. Toward this end, the editors of this volume have compiled information to help civic educators respond to the challenges of developing curricula and instructional materials on the rights and responsibilities of democratic citizenship.

This volume, *Resources on Civic Education for Democracy: International Perspectives, Yearbook No. 2*, contains six main parts. **PART I** consists of three civic education papers: (1) "Education and Democratic Citizenship: Where We Stand" by Albert Shanker, (2) "Civil Society and Democracy Reconsidered" by Charles F. Bahmueller, and (3) "Civil Society and the Worldwide Surge of Democracy: Implications for Civic Education" by John J. Patrick. Shanker's paper addresses the current state of education for democratic citizenship; Bahmueller's paper discusses the idea of civil society and its uses in the theory and practice of constitutional democracy; and Patrick's paper evaluates civil society in terms of the global spread of constitutional democracy and its implications for civic education.

PART II of this volume is an annotated bibliography on civic education from the ERIC database. ERIC, the Educational Resources Information Center, is an information system sponsored and funded by the United States Department of Education. At the core of ERIC is the world's largest database on education, which contains more than 850,000 records of journal articles, research reports, curriculum and instructional materials, conference papers, and books. Every item in this database pertains to some aspect of education. Civic education is just one of the many dimensions of the ERIC database. PART II includes selected ERIC database items from July 1996 through July 1997. The items reflect various projects in the United States and other parts of the world; diverse pedagogical practices; and different levels of education from primary through secondary to post-secondary. The volume provides information on obtaining copies of these items.

PART III includes nine ERIC Digests on various topics in civic education which appeared from 1994-1997. An ERIC Digest is a brief synopsis (1,500-1,600 words in length) about trends and issues on various categories of education, including civic education.

PART IV is an annotated bibliography of books recently published in the United States, compiled by Stephen L. Schechter, Executive Director, Council for Citizenship Education, Russell Sage College. The books listed address key topics that pertain to the work of civic educators. Specific topics include comparative politics in democratic societies, Western political philosophy on civil society and democracy, United States political/constitutional history, contemporary U.S. civil society, and civic education in the United States.

PART V is a selective list of Internet resources about international civic education or which feature information useful to civic educators. The Internet, with its unique capabilities for instantaneous global communication, is rapidly becoming a valuable resource for civic educators, especially those involved in civic education for democracy.

PART VI is an international directory of civic education leaders, programs, organizations, and centers. This directory includes names, addresses, telephone numbers, and electronic mail and World Wide Web addresses (when available) of prominent persons, projects, and organizations involved in civic education. This directory refers readers to persons and organizations of many countries and various regions of the world.

The **APPENDIX** contains information about (1) CIVITAS: An International Civic Education Exchange Program and (2) documents and journal articles in the ERIC database.

This volume is a product of CIVITAS: An International Civic Education Exchange Program, a consortium of leading organizations in civic education in the United States and other nations. The Center for Civic Education at Calabasas, California, directed by Charles N. Quigley, Executive Director, coordinates and administers the CIVITAS program. The United States Department of Education supports the program jointly with the United States Information Agency (USIA) and its affiliated offices in participating nations in Central and Eastern Europe and Russia. CIVITAS enables civic educators from the United States of America and cooperating countries to learn from and help each other in improving civic education for democracy.

This *Yearbook* is intended to facilitate cooperation and exchange of knowledge among civic educators around the world. The editors of this volume, Laura A. Pinhey and Candace L. Boyer, work with the CIVITAS program through the Social Studies Development Center (SSDC) of Indiana University. The SSDC, one of the primary organizational partners of CIVITAS, is the host organization of the ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS). Pinhey is the Information Specialist for User Services for ERIC/ChESS. Boyer is Staff Associate for the Adjunct ERIC Clearinghouse for International Civic Education and an Information Specialist for SSDC. Through their work with the SSDC and ERIC, Pinhey and Boyer are well-placed to collect, process, and report about documents and journal articles on civic education pertaining to the United States and other parts of the world.

I

Civic Education Papers

Education and Democratic Citizenship: Where We Stand
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I

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"Education and Democratic Citizenship: Where We Stand" by the late Albert Shanker was presented to an audience of Civitas @ Prague, an international civic education conference held in June 1995 in the capital city of the Czech Republic. Mr. Shanker was President of the American Federation of Teachers (AFT) of the AFL-CIO from 1974 until his death on February 22, 1997 at age 68. He wrote the weekly column "Where We Stand," a paid AFT advertisement that appeared in the *New York Times*. This widely read column discussed important issues and policies on education. President Clinton described Shanker as "one of the greatest educators of the 20th century." In recognition of Shanker's world-renowned contributions to education and the global resurgence of democracy, President Clinton created the "Albert Shanker Fellows" program. Teachers involved in CIVITAS: An International Civic Education Exchange Program, a project of the United States Department of Education and the United States Information Agency (USIA), are eligible for designation as "Albert Shanker Fellows." Shanker's piece appears in this volume by permission of the AFT, AFL-CIO. The editors thank David N. Dorn, Director of the International Affairs Department of the AFT, for providing Shanker's paper.

"Civil Society and Democracy Reconsidered" by Charles F. Bahmueller discusses civil society and its uses in the theory and practice of constitutional democracy. Bahmueller is Director of Special Projects at the Center for Civic Education. In this role, he was the general editor of *Civitas: A Framework for Civic Education* (1991), and he participated with others at the Center for Civic Education in developing the *National Standards for Civics and Government* (1994). Bahmueller is a political philosopher, having earned a PhD from Harvard University.

"Civil Society and the Worldwide Surge of Democracy: Implications for Civic Education" by John J. Patrick discusses civil society in the global spread of constitutional democracy and its implications for civic education. Patrick is Director of the Social Studies Development Center, Director of the ERIC Clearinghouse for Social Studies/Social Science Education, and Professor of Education at Indiana University. Since 1991, he has traveled many times to Central and Eastern Europe, including Poland, Latvia, Estonia, Czech Republic, and Romania, to participate in civic education projects and conferences. Patrick's recent publications include: "Principles of Democracy for the Education of Citizens in Former Communist Countries of Central and Eastern Europe" in *Building Civic Education for Democracy in Poland*, edited by Richard C. Remy and Jacek Strzemieczny (1996, National Council for the Social Studies); "Constitutionalism in Education for Democracy" in *Can Democracy Be Taught?*, edited by Andrew Oldenquist (1996, Phi Delta Kappa); and "Representative Democracy in Latvia," in the November/December 1996 issue of *Social Education* (Official Journal, National Council for the Social Studies).

Education and Democratic Citizenship: Where We Stand

Albert Shanker, Former President,
American Federation of Teachers

The late Albert Shanker, president of the American Federation of Teachers (AFT), AFL-CIO, from 1974-1997, devoted his professional life to the union's motto "Democracy in Education and Education for Democracy." Under his leadership, the AFT championed the cause of civic education in America. In 1987, the AFT joined political, civic, religious, and educational leaders in publishing "Education for Democracy: A Statement of Principles," a pamphlet that provided guidelines for strengthening the teaching of democratic values. The union created its own Education for Democracy project in order to promote the principles embodied in the document. And, after the fall of communism in 1989, educators from emerging democracies increasingly requested the support of the AFT as they introduced programs to teach democracy. This resulted in the creation of the union's Education for Democracy/International project. As civic education initiatives took hold around the world, Mr. Shanker continued to lend support to the importance of civic education. In 1995, he delivered the following speech to a group of more than 450 civic educators from around the world who had gathered in Prague to inaugurate the CIVITAS international civic education movement. This paper is published here with the permission of the AFT, AFL-CIO.

June 3, 1995
Prague, Czech Republic

We live at a time of triumph and peril.

Some of you live in countries recently liberated from the tyranny of communism or some other form of dictatorship. Others come from countries where democracy is now well established. However, we all face a common question: What role can education play in building and strengthening democracy?

Why this is a time of triumph is clear to everyone.

We meet here today, citizens from the East and West, to freely discuss how best to assure that our children inherit a common future, a democratic future. Before the events of 1989, this meeting would have been inconceivable. And even a few years ago, the time for this meeting would not have been opportune. Then, many of you were busy taking the first steps on the road to democracy. A meeting at that time might have seemed to be a one-sided affair, with the West telling the East what it had to do in order to build stable democracy.

This meeting is very different. We meet here as equals to share ideas and experiences, as we confront challenges that have much in common.

We meet at a time of peril as well.

The early euphoria of the "revolutions of 1989" have given way to serious questions about the ability of some of the nations of what was once termed the "Soviet Bloc" to achieve democracy. Questions concerning the democracy's health are also being raised in America and Western Europe. Consider the following events: war in the Balkans, the bombing of a government building in America, xenophobia in Germany, the rise of Zhirinovsky in Russia. Or consider the almost universal trend, East and West, of decreasing voter participation and increasing cynicism about government expressed by citizens of democracies.

There is much to worry about.

The end of the Cold War has revealed not only the widespread and deep-rooted appeal of democracy but also its fragility. The 19th-century observer of America, Alexis de Tocqueville, once noted that, "among democratic nations, each new generation is a new people."

As educators, this observation forces us to the conclusion that if we are going to build or strengthen democracy, we must teach democracy.

It is ironic that, at a time when democracy is in ascendance around the world, it is showing signs of weakness and potential decay in societies where it has been thought to be well established. Building democracy in newly free societies, and preserving it in established democracies, although different challenges, have much in common.

One of our Polish colleagues always poses the challenge faced by new democracies as a rhetorical question: "What does democracy mean to an inhabitant of a small town or village in my country?" His answer is, "Schwartzeneger movies, pornography, unemployment; and not much else." These are the first, and most visible, changes taking place in his country as a result of newly won freedoms. Convincing people of the importance of democracy will be difficult if this is all it means to them.

The challenges faced by established democracies have more to do with reinvigorating democracy, and ensuring the transmission of its ideals, as well as a sense of its rights and responsibilities to a new generation. For proof of the concern for the health of democracy in the U.S., one need only look at the titles of books published on the subject in recent years: *The Disuniting of America*, *The Culture of Complaint*, *Democracy on Trial*, *The Twilight of Democracy*, and, ominously, *Before the Shooting Begins*.

So, we in America have a problem.

The American Federation of Teachers has long recognized that part of the solution to this problem is the development of effective school-based programs that teach democracy. In fact, the AFT's motto is "Democracy in Education, Education for Democracy": a motto created by one of our founding members, John Dewey, one of this century's greatest democratic philosophers and educators.

Now, I know that when I espouse the importance of civic education to the building of democracy, I am preaching to the converted. Those of us gathered here are already committed to education for democracy. However, the AFT's experience in promoting civic education in the U.S. has shown us that developing programs that teach democracy well can often be a struggle in itself.

By focusing on the formal educational process, I do not mean to slight the many worthy efforts being undertaken by other groups in society to educate citizens — young and old alike — about the principles and practices of democracy. Indeed, the trade union that I represent helps educate its 875,000 members about democracy by involving them in the running of the organization at the local, state, and national levels. Trade unions throughout the world help perform this function. In the same way, other organizations, by involving their members in the betterment of society and, through the management of their own affairs, help to foster the skills and knowledge necessary to build civil society.

I will, however, limit my comments to the role that formal education can play in building and maintaining democracy. It is something our organization has been involved in for many years. Therefore, I would like to share some of the experiences the AFT has had in promoting education for democracy in the U.S., in the hopes that it will help others to identify and overcome some of the challenges that you are likely to face — or may already be facing — as you champion these types of programs.

I will focus on three challenges that the AFT has faced that I think apply beyond the U.S. and may, therefore, already be familiar to many of you.

The first of these is the accusation that education for democracy is not education at all but really a form of indoctrination. It seems to me that there are two ways to answer this charge. The first is to say, "So what?" Even if it is indoctrination, it is a different form than one practiced by authoritarian and totalitarian systems. That is, "democratic indoctrination" differs in such a significant way from other forms of indoctrination, that the bad odor associated with the word is removed. The second way is to deny that education for democracy is a form of indoctrination at all. Let's start with the second in the hopes that this argument will suffice.

We may begin with the simple observation that all societies have some mechanisms in place, formal and informal, for making sure that the young in society inherit what is most valued by adults in that society. Rightfully labeled, this is not indoctrination, but enculturation.

Let's take the example of an advanced technological society. These societies value the development of the skills and knowledge associated with the fields of mathematics and science. Parents, therefore, encourage children to become interested in these areas by a variety of means: by taking kids to science museums, engaging them in simple experiments, going hiking in the woods and describing flora and fauna, buying them jigsaw puzzles, etc. They are introducing their children into the culture of science and math. And no one sees the harm in it. Quite the contrary, these parents are praised for caring about their children's education.

Now, democratic societies presumably highly value democracy and would definitely want their children to grow up to be informed and committed citizens. Thus, it seems natural that they would want to promote programs that introduce their children to the practices and culture of democracy.

Even if you think that education for democracy programs are indoctrination, they may still be distinguished from other forms, thus making them immune from rejection because of the charge. The American philosopher Sidney Hook made a number of observations about this issue that are worth repeating at length.

He begins by making the distinction between open, democratic societies and closed, non-democratic ones. According to Hook, the difference between them "lies not in the presence or absence of indoctrination, but in the presence or absence of the critical, questioning spirit." He adds that indoctrination is the "process by which assent to belief is induced by non-rational means, and *all* education in *all* societies at home and in the school *in the tender years* is based on it." This changes over time however. Because, "In a free society, . . . such methods are, and always should be, accompanied by, and gradually become subordinate to, the methods of reflective, critical thought at every appropriate level."

In ending this discussion of indoctrination, I will quote a well-known passage by Hook on the subject:

> In a closed society, indoctrination induces assent by irrational as well as non-rational means beyond the early years, and throughout the entire course of study in all except certain technical areas. . . . The unfree society regards

> its subjects in a permanent state of political childhood. . . . The free society can live with honest doubt and with faith in itself short of certainty. . . . In contrast with closed society, it can live with the truth about itself.

The second challenge to sound education for democracy programs is posed by the contention that what matters in teaching democratic citizenship is the teaching of "critical thinking" skills, and little else. Closely related to this is the attitude that considers all curricular content to be equal and champions the proposition that all that is required of students to be good citizens is that they "learn how to learn." Proponents of this position often argue that since the pace of knowledge is expanding so rapidly, it quickly becomes "obsolete," and by extension, not worth learning.

We have argued, "On the contrary, . . . the central ideas, events, people and works that have shaped our world, for good and ill, are not at all obsolete. Instead, the quicker the pace of change, the more critical it will be for us to remember them and understand them well. We insist that absent this knowledge, citizens remain helpless to make . . . wise judgments."

Unfortunately, the proponents of teaching skills and little else offer a false dichotomy between "content" and "process." I do not wish to fall into the same trap, so let me be clear; both are important. Of course, developing thinking skills is a major goal of education in a democracy. How else can one make a wise choice between alternatives — whether it be taking a position on a political issue, deciding whom to vote for in an election, or avoiding the manipulative techniques used by some political figures — if one has not been equipped with and had practice in this area?

Nevertheless, content matters.

The impulse to teach skills over content, at least in the American case, can be traced back to the efforts of the "Progressive Movement" in education, which sought to reform what was at the time a very formal, content-based approach. Similarly, some civic educators in Eastern Europe and newly independent states seem to be neglecting the teaching of important material as a reaction to the overly rigid and content-heavy approach that existed in the Communist era.

There are some fundamentals that must be learned. At the AFT, we argue that at the very least, the content of American civic education should focus on three areas. I list them here in adapted form, because they may have relevance to your own needs.

What must citizens of a democracy know?

"First, citizens must know the fundamental ideas central to the political vision of the 18th century [Enlightenment thinkers] — the vision [of democracy and human rights] that inspires people of many diverse origins and cultures."

"Second, citizens must know how democratic ideas have been turned into institutions and practices — the history of the origins and growth and adventures of democratic societies on earth, past and present. . . . [I]t is indispensable to know the facts of modern history, dating back at least to the English Revolution, and forward to our own century's total wars; to the failure of the nascent liberal regimes of Russia, Italy, Germany, Spain, and Japan; to the totalitarianism, oppression, and mass exterminations of our time."

Think about this only, for many of you the memories of the major crimes and petty humiliations inflicted by communism are still very fresh. The imprisonments, fears of speaking freely, even the long lines for food and other goods are still remembered by you. But how about your children? Who will remind them of the past and help them learn to love freedom?

Finally, and related to this point, "Citizens . . . need to understand the current conditions of the world and how it got that way and to be prepared to act upon the challenges to democracy in our own day."

The last challenge that education for democracy programs face is posed by what in America goes by the name of "multiculturalism." I should be clear about what I mean when I use the term. As practiced by some, "multiculturalism" takes the shape of something approximating a new ideology of separatism. It challenges the idea of a common identity and rejects the possibility of a common set of values. The groups espousing "multiculturalism" claim "group rights" that conflict with the notion of living in "a nation based on a firm core of commonly held values."

In multi-ethnic societies attempting to create or maintain democracy, this is especially troubling, as it encourages people to think of themselves not as individuals, but **primarily** in terms of their membership in groups. Excessive promotion of allegiance to groups, instead of to ideals such as democracy, human rights, and justice, encourages the breakdown of civil society. Signs of this breakdown are evident and range from the troubled race relations in the U.S. to fighting in the Balkans.

In arguing against the type of multiculturalism I have described above, I do not want to imply that groups in American and other societies have not been treated badly. Nor that the historical record needs to be corrected to more accurately reflect the contributions of minorities to our societies. I also wish to make clear that I am in no way criticizing the type of multicultural education pursued by many European civic educators. These programs are aimed at creating increased tolerance, as opposed to the programs that I have discussed, which often promote increased intolerance, by focusing on differences instead of commonalities.

One last related point deserves mention.

Often, the claims of multiculturalists and other separatists reflect the attitude that no one group may make a judgment on any other, since all "depends on your point

of view." This extremely relativistic viewpoint conflicts with the need that all societies have of establishing some basic values, guidelines, and beliefs. When I think about the people who hold this viewpoint I am reminded of the American poet Robert Frost's observation that "a liberal is someone who can't take his own side in an argument." And, it should be pointed out that those who reject this claim are ironically making an **absolute value** of tolerance, for in its name they are unwilling to make any other value judgments.

This unwillingness to make value judgments about practices in our own societies or about those of others is a mistake. It can also make us seem foolish. As the AFT pointed out several years ago, "Some states that deny freedom of religion, speech, and conscience nonetheless define themselves as free. But we need not accept their Orwellian self-definitions as if words had no meaning. Were we to use (some people's) definition of freedom — government provision of a job, medical care, and ample food — many of history's slaves and today's prisoners would have to be called 'free.'"

Fear of promoting jingoism in the U.S. prevents many educators from saying that they are proud that America does stand for something. It has stood for many things in its history, but at its best, it has stood for a vision of human dignity, equality, fair play, and liberty that are all encapsulated by the term democracy. Democracy does stand for something, both in the U.S. and around the world. And undervaluing it is harmful and puts us in jeopardy.

Not everyone in America agreed with us in 1987 when we joined with others to issue a pamphlet, *Education for Democracy: A Statement of Principles*. It outlined our position that American society was suffering because the history, principles, and practices of democracy were not being well taught in the schools. The statement was signed by more than 150 Americans from diverse backgrounds, including former U.S. Presidents Carter and Ford, Republican Congressman William Goodling and Democratic Senator Claiborne Pell, as well as a number of prominent U.S. civic educators who are in this audience today — among them Todd Clark, Chuck Quigley, and Diane Ravitch.

While many praised the document, it also had its strong critics.

Despite this criticism, we continued to believe and feel justified in our efforts to promote education for democracy. When the statement was issued, we expressed a series of concerns. The statement pointed to "disturbing evidence that far too many students are ignorant of the important people, ideas, and events that have made our country what it is." In an article written in support of the pamphlet, I pointed out that ". . . if a youngster has to take a wild guess that Stalin is either an Olympic athlete or a Renaissance painter, he can't have much of a grasp of the terrors of a totalitarian society as a basis for comparison to his own life." At the time there were also disturbing signs that the challenges facing America were straining our ability to maintain a democratic society.

Almost ten years later, these concerns have not diminished. In many ways, they have increased. Jean Bethke Elshtain, in her recent book, *Democracy on Trial*, writes that in America:

> A major concern for all who care about democracy is the everyday actions and spirit of a people. Democracy requires laws, constitutions, and authoritative institutions, but it also depends on what might be called the democratic dispositions. These include a preparedness to work with others different from oneself toward shared ends; a combination of strong convictions with a readiness to compromise in the recognition that one can't always get everything one wants; and a sense of individuality and a commitment to civic goods that are not the possession of one person or of one small group alone. But, what do we see when we look around? We find deepening cynicism; the growth of corrosive forms of isolation, boredom, and despair; the weakening, in other words, of that world known as democratic civil society, a world of groups and associations and ties that bind.

And as Elshtain adds later in the book, "A number of contemporary observers . . . see such signs of civic and social trouble even in the long-established democracies of Western Europe and Scandinavia. It is, alas, the now familiar story: the loneliness of the aged, the apathy of the young, the withering away of communal organizations, the disentangling of family ties, and the loss of family rituals and rhythms."

And returning to my thesis, part — a very important part — of the solution to the problems posed by Elshtain, is the improvement of school-based programs that educate for democratic citizenship. Benjamin Barber, in *An Aristocracy of Everyone. The Politics of Education and the Future of America*, makes the point well. Borrowing an observation from Alexis de Tocqueville, he argues that ". . . the fundamental task of education in a democracy is the apprenticeship of liberty — learning to be free." He goes on to explain why this is so:

> Democracy is not a natural form of association; it is an extraordinary and rare contrivance of cultivated imagination. Empower the merely ignorant and endow the uneducated with a right to make collective decisions and what

> results is not democracy but, at best, mob rule: the government of private prejudice and the tyranny of opinion — all those perversions that liberty's enemies like to pretend (and its friends fear) constitute democracy. For true democracy to flourish, however, there must be citizens. Citizens are women and men educated for excellence — by which term I mean the knowledge and competence to govern in common their own lives. The democratic faith is rooted in the belief that all humans are capable of such excellence and have not just the right but the capacity to become citizens.

What should we teach our youngsters about living in a democracy? Adapting the points that we made for the U.S. in 1987, I would argue that what we teach should be based on three convictions:

First, "democracy is the worthiest form of human governance ever conceived."

Second, "that we cannot take its survival or its spread — or its perfection in practice — for granted. . . . Indeed, . . . the great central drama of modern history has been and continues to be the struggle to establish, preserve, and extend democracy . . ."

Third, "that democracy's survival depends upon our transmitting to each new generation the political vision of liberty and equality that unites [democracies] — and a deep loyalty to the political institutions . . . put together to fulfill that vision." And that the patriotism it seeks to inculcate not be based on "blood and soil," but rather on a set of shared values that are liberal and humane.

In closing, I would like to call your attention to the anniversary of an event that serves to remind us all of what a difficult struggle it is to gain democracy, in the hopes that we will cherish it even more.

This is the eve of the sixth anniversary of the Tiananmen Square massacre. On June 4, 1989, the Chinese government crushed the country's emerging democratic movement. By now, corporations from my country, and perhaps yours as well, have comfortably returned to doing business and making profits from the labor of Chinese workers who are daily denied the kinds of rights that we too easily forget are ours.

Apparently, some Chinese have not given up, since the democracy movement continues.

On May 16th, a group of 45 prominent Chinese intellectuals called on the Communist Party to release all political prisoners. In their own words, they expressed a hope that "the authorities will handle different views on ideology, political thinking, and religious beliefs with tolerance." Predictably, the government responded by beginning to arrest the prominent democracy activists in the country. With this move, the Communist Party hopes to avoid the embarrassment of any public demonstrations on the anniversary of the massacre.

Six years ago, the world was very different. When events occurred in China, many of you still lived under Communist dictatorships. In the West, what took place in China stirred strong emotions of outrage and sympathy. And so did the events in Hungary in 1956, the Czech Republic in 1968, and in Poland in the 1980s. In the East, the effects must have also been profound. I know that in Bucharest, at a spot where the Romanian Communist Party fought **its** citizenry in late 1989, one can still see a large, spray-painted sign declaring the square "Tiananmen II."

Clearly, Romanians hungering for freedom and democracy had made the connection — the Chinese struggle is the Romanian struggle.

And I would add, it is an American struggle as well; one that we have in common with the nearly 50 countries represented in this hall. Establishing and sustaining democracy is now recognized as a universal desire and a universal struggle. This point was perhaps most eloquently made by Fang Lizhe, a Chinese scientist who escaped the Tiananmen massacre by taking refuge in the U.S. embassy. In 1989 he spoke the following words, reproduced in the *Democracy Reader*, a collection of readings on democracy edited by Diane Ravitch and Abigail Thernstrom.

> Chinese people are no different from any other. Like all members of the human race, the Chinese are born with a body and a brain, with passions and with a soul. Therefore, they can and must enjoy the same inalienable rights, dignity and liberty as other human beings. . . .
>
> Recent propaganda to the effect that "China has its own standards for human rights" bears an uncanny similarity to pronouncements made by our 18th century rulers when they declared that "China has its own astronomy." . . . They refused to acknowledge the universal applicability of modern astronomy . . . The reason . . . was that the laws of astronomy, which pertain everywhere made it quite clear that the "divine right to rule" claimed by these people was a fiction. By the same token, the principles of human rights, which also pertain everywhere, make it clear that the "right to rule" claimed by some today is just as baseless. That is why rulers from every era, with their special privileges, have opposed the equality inherent in such universal ideas. . . .
>
> In the field of modern cosmology, the first principle is called the "Cosmological Principle". It says that the universe has no center, that it has the same properties throughout.

Every place in the universe has, in this sense, equal rights. How can the human race, which has evolved in a universe of such fundamental equality, fail to strive for a society without violence and terror? How can we fail to build a world in which the rights due to every human being from birth are respected?

In order to build this world, "in which rights due to every human being from birth are respected", we must build a democratic world.

And in order to do so, we must teach democracy.

Thank you.

Civil Society and Democracy Reconsidered[1]

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"Civil society" is on everyone's lips, but not everyone means the same thing when they say it. Nor can anyone "accurately" define civil society. Ideas have no "essences" to discover in the absence of common agreement; the meaning of any word or idea is the way people use it. Today, after hundreds of publications and untold public discussions, including scholarly conferences devoted exclusively to the topic, no definition of civil society prevails, nor is one likely to do so. Because the term has become so prominent, writers often wish to claim it for their cause; as a result, definitions of civil society often reflect the "job" one wishes it to perform.

The Meanings of Civil Society

Principal bones of contention over the definition of civil society include whether the term should be primarily a normative or non-normative tool of social science; and whether we should consider economic and religious relations and even the family as part of it. Michael Walzer has defined civil society as "the space of [politically] uncoerced human association and also the set of relational networks — formed for the sake of family, faith, interest, and ideology — that fill this space" (1990, 293). It is not clear whether "interest" in this definition includes economic interest not organized to pursue public ends.

In their lengthy treatise on the subject, Jean Cohen and Andrew Arato explicitly eliminate the economic sphere in this "working definition" of civil society as a "sphere of social interaction between economy and state, composed above all of the intimate sphere (especially the family), the sphere of associations (especially voluntary associations), social movements and forms of public communications" (1922, ix).

By contrast, the late Edward Shils saw civil society as composed of three parts. One is a "complex of autonomous institutions," including economic ones, distinguishable from family, clan, locality, or state; a second is a portion of society that possesses "a particular complex of relationships between itself and the state and a distinctive set of institutions which safeguard the separation of state and civil society and maintain effective ties between them"; and the third is a "widespread pattern of refined or civil manners" (1991, 3).

Offering a somewhat different slant on civil society, Salamon and Anheier (1997) have proposed restricting the term to formally constituted "non-profit" organizations. They describe these organizations as a significant economic "sector" that contributes large-scale employment opportunities and expenditures to their respective national economies. They omit the family and highlight certain economic features of "civil society;" but it is not clear why they ignore the other historical meanings of the term.

Benjamin Barber views civil society as "civic space" that "occupies the middle ground between government and the private sector;" but, unlike nearly every other writer on the subject, he believes the civil society of his normative understanding had nearly disappeared from American life "by the time of the two Roosevelts" (1995, 281). In a later publication of 1996 Barber presents a view of civil society that amounts to a utopian fantasy, eliminating practically every organization currently included by myriad writers, since only a handful of groups could meet his stringent criteria for inclusion.

Excluding the economic sphere and including the family in many contemporary writers' views of civil society flatly contradicts Hegel's pathbreaking concept of "civil society" as a competitive arena encompassing economic and other forms of social life lying between family and the state. In this view, followed by Marx and his adherents, civil society is a quasi-disorderly social realm where, among other things, the struggle for economic existence takes place. For Hegel, because civil society limits the forces inclining people to cooperate, the state must harmonize competing interests. Here civil society and state are not locked in competition, as they became in communist Eastern Europe in the 1980s. Instead, the state makes civil society liveable, perhaps even possible, by controlling its excesses.

Contrasting with primarily normative notions of civil society and those that find state and civil society necessarily in conflict, a prominent student of democracy offers a largely positive (empirical) view geared to the comparative study of democratic transition and consolidation. Here is the definition of Larry Diamond, co-editor of the *Journal of Democracy*:

> [Civil society is] the *realm of organized social life that is open, voluntary, self-generating, at*

> *least partially self-supporting, autonomous from the state, and bound by a legal order or set of shared rules.* It is distinct from "society" in general in that it involves citizens *acting collectively in a public sphere* to express their interests, passions, preferences, and ideas, to exchange information, to achieve collective goals, to make demands on the state, to improve the structure and functioning of the state, and to hold state officials accountable. (1997, 5)

Like many definitions, Diamond's excludes familial, religious, and economic realms. He also warns that, although civil society organizations led the opposition to communist states in 1980s Eastern Europe, we should not see civil society as necessarily an adversary with the state, locked in a "zero-sum struggle." Thus, civil society so conceived can join the state to some degree in establishing and consolidating new democracies.

While these are but a few of the formulations of the concept of civil society, most of them illustrate the commonalities shared by nearly all definitions of the term. Civil society refers to voluntary social activity not compelled by the state. The accepted central, though incomplete, core characteristic of civil society is its composition of autonomous self-organized associations limited by a framework of law. Civil society is the location of independent thought and, within legal boundaries, voluntary action. This view of civil society recalls Tocqueville, for he found the American habit of self-organization for every conceivable purpose — as opposed to popular dependence on the state — uniquely American. He thought this uniqueness mitigated the social leveling and love of equality inherent in democracy.

One of the most profound, if not always clearly expressed, twentieth-century concepts of civil society came from Ernest Gellner, a Czech refugee from fascism who settled in Britain. Gellner's view of civil society reflects his experience with political extremism; he emphasizes the empirical and normative roots of our interest in it, not only for the study of democratic transitions, but also for understanding established democracies, especially our own.

In *Conditions of Liberty: Civil Society and Its Rivals*, Gellner sniffed out what he considered the single most significant functional goal of civil society: namely, to act as a force maintaining liberal freedoms. This key function of civil society pointed to Gellner's definition of it as "that set of diverse non-governmental institutions which is strong enough to counterbalance the state and . . . can . . . prevent it from dominating and atomizing the rest of society" (1994, 5).

However, Gellner realized that this formula does not adequately specify the connection between civil society and liberty, since the definition just cited, as Marc Plattner has pointed out, could also apply to premodern pluralist societies, whose caste or "segmentary" nature oppressed the individual while checking the state. Later in the same work, Gellner described civil society as "a society in which polity and economy are distinct, where polity is instrumental but can and does check extremes of individual interest, but where the state is in turn checked by institutions with an economic base; it relies on economic growth which, by requiring cognitive growth, makes ideological monopoly impossible" (1994, 12).

In a later article, Gellner expressed more directly the uniqueness of modern civil society: it formed the conditions for the individual liberty of liberal democracy. As opposed to the ascriptive character of the human bonds of premodern societies, which contained, indeed trapped individuals, powerless to extricate themselves from the obligations and conditions of their birth, modern civil society places the individual in a different condition. Gellner calls the liberal democratic citizen "modular man." This term means that individuals can detach themselves from one institution or commitment and reattach themselves to others; and this is what the denizens of liberal democratic societies do at will. "Yet," writes Gellner, "these highly specific, unsanctified, instrumental, revocable links or bonds are effective! *This* is civil society: the forging of links which are effective even though they are flexible, specific, instrumental." These "links or bonds" are found throughout society (1995, 42).

We find more reasons for including economic, religious, and other organizations in broadly defining the idea of civil society when preserving liberal freedoms is the goal of that concept. Some ideas of political sociology will help us identify these freedoms.

In *The Politics of Mass Society* (1959), former University of California sociologist William Kornhauser studied societies in which weak social bonds affected significant numbers of socially and politically alienated individuals. Those with such relatively attenuated associations Kornhauser called "available." He associates various forms of social crisis, such as those caused by rapid industrialization and economic depression, with the political extremism of chiliastic ("millennial") appeals that threaten individual and social liberties. The growth of European fascist movements in the 1930s illustrates this idea.

One can imagine the psychic needs of the members of a society as a vast reservoir potentially available to demagogues and "saviors" who might threaten liberal freedoms if they gained power. One can also imagine myriad associations, especially religious ones, that make sufficient claims on this reservoir to preclude the significant influence of millennialists. Surely the associations that preserve liberal freedoms deserve inclusion in a concept of civil society centered on its freedom-preserving function.

Similarly with economic enterprises and associations, we can imagine such associations dividing up a reservoir of potential state power, which could threaten liberal freedoms — just as large-scale state ownership or control of the means of production and distribution historically have done. Even if they are not associations with the public purposes and involvements that gain them entrance to more restrictive concepts of civil society, they functionally divide and decentralize economic power, keeping it out of statist hands. Here too, a large range of economic organizations seem part of a social sector whose primary function is to protect the freedoms of established democracies, even if their role in establishing democracies is less clear.

It is worthwhile to notice a second meaning of "civil society." In this second sense the term refers to society as a whole, including the state, which is distinguished by civility. It refers comprehensively to a society that contains civil society in its first meaning, an autonomous sphere regulated by the state but otherwise independent of it. Thus, civil society can have two meanings: an independent portion of society, and an entire society containing this independent part (Shils 1991, 4). We are concerned in this essay mainly with civil society as an autonomous sphere of voluntary action. However, this paper will end by exploring the link between civility and civil society in the second sense.

Finally, the view of civil society adopted here has both normative and positivist elements: it looks to "really existing" capitalist liberal democratic societies, including those that feature social democratic policies, and asks which autonomous self-organized groups and relations supply a foundation for a free society. This is its positivist element. Its normative aspect consists of explicitly choosing as society's fundamental project to maintain the traditional pantheon of liberal freedoms.

This capacious concept of civil society — the whole range of civic action independent of formal political institutions — includes service associations, philanthropic groups, cultural groups, religious organizations, labor unions, athletic organizations, and youth groups, plus many more in every imaginable field of interest or endeavor. The concept also embraces economic relations, organizations, and activities not owned or directly controlled by the state. All these elements play roles (though not always equal ones), however invisible, in sheltering, defending, or nurturing the conditions of liberal freedoms.

The Historical Roots of Civil Society

The idea of civil society has a long pedigree. Although it now relates to societies in different civilizations, including those in Asia and Africa, its roots lie exclusively in the West. The term comes from the Romans, who spoke of "*societas civilis*." One of ancient Rome's greatest achievements was its creation of the civil law. First codified in 450 B.C., the civil law underwent further centuries of development, reaching its apogee in the codifications achieved under Justinian in the early sixth century. In a sense, society for the Romans was the creature of the civil law, which came to regulate numerous features of social relations, including family and economy. Cicero extolled the function of law; for the Romans, to be civilized meant being subject to civil law.

Nevertheless, neither Greece nor Rome distinguished between state and society. This distinction became implicit only in early modern Europe. Although medieval Europe was conceived as a single society, its name, *Respublica Christiana* (Christendom), contained two elements, the secular and the sacerdotal. This division, unique to Western society, came about through the influence of Christianity, which brought divided loyalties between ecclesiastical and political authorities. The struggle between political and religious powers broadened as the Middle Ages waned and cities, increasingly proud of their emerging independence, gained the economic strength to resist the demands of rulers. By the seventeenth and eighteenth centuries, "society" became sufficiently independent in fact or aspiration for theorists to take the key step of forming separate concepts for society and political order. Early modern Europe developed competing centers of power, distinguishing it from other major civilizations, and allowed the eventual development of what we know as "civil society."

John Locke took the "key step" of distinguishing state and society. He used the term civil society, but not in our sense, since for him the state was part of "civil society." But he distinguished the political order from "the community" and placed the moral basis of the political order on the consent of the "community," that is, on society. The political order springs from and is authorized by society. Society creates political institutions to protect itself, and it changes them whenever it likes to do so. In this regard, it is no accident that Locke's great predecessor Thomas Hobbes pointedly refused to separate state and society, arguing that no society can exist without the state. Left to itself, Hobbes argued, society would disintegrate. The independent social orders implied by separating state and society could lead only to catastrophic conflict based primarily on religious differences. From this view, Hobbes could draw only deeply authoritarian conclusions.

It is a great historical irony that Lockean liberalism rested on Hobbes' premises of natural human liberty, equality, and consent as the basis for legitimate obligation. However, for Locke the separation of state and society led not to disaster but to salvation: a community with an adequate consciousness of its own rights and the confidence to challenge authority could tame the political powers that traditionally threatened and devoured human beings' "nat-

ural rights." Accordingly, if these powers trampled members' rights, such a community could and would justifiably overthrow them. Government might be necessary and inevitable; but the "community" would tolerate *this particular government* only so long as it respected the rights of its masters — the community that established this governing body for its own protection.

As for Hobbes' amply justified fears of religious (today we would add "ideological") conflict, Locke recommended the Dutch remedy he had experienced at first hand during his enforced escape to the Netherlands: toleration, or in other words, religious liberty. One consequence of this remedy was the existence of numerous independent religious groups: liberty implies pluralism. Liberty also implies conflict, as Hobbes knew so well. However, through historical blindness he could not see that under certain conditions this conflict could remain within acceptable bounds. And he could not see that moderate conflict is a positive force, that conflict is a condition of liberty. When acceptable opinion is unitary, there is no space for plural voices; there is no place for dissent; and liberty is lost.

Later, many saw the crux of "civil society" in the capacity of independent groups — including those beyond religion — to maintain their liberty against encroachments from other groups and the state. James Madison had said as much in *The Federalist* 10, writing that liberty necessarily gives rise to numerous competing factions; but if a polity contained a multiplicity of competing factions, a single dominant group, a "majority faction" damaging to the public good would be far less likely to emerge.[2]

Also in the eighteenth century, Adam Smith and Adam Ferguson linked the development of polished manners — civility — to the growth of modern society, which they called "civil society." Ferguson's *An Essay on the History of Civil Society* never defines the subject of its title exactly, but the work is mainly a history of "civilization." Civil society appears to mean a modern society whose manners are "polished," whose arts and letters flourish and, above all, whose government is not despotic. In this society urban life and commerce flourished; we know it today as pluralist society.

Centrally concerned with moral and intellectual progress, Ferguson declined to apply the adulatory title "civil society" to the despotic governments of China and India, however well administered, on account of their despotism. His statement that it is "in conducting the affairs of civil society that mankind find the exercise of their best talents as well as the object of their best affections" suggests *participation in public affairs* as an important element of "civil society" because of its educative ability to invigorate the higher faculties (1967, 155). He specifies the centrality of attention to public affairs for the well being of *civil* society in remarking,

> [I]f a growing indifference to objects of a public nature, should prevail, and under any free constitution, put an end to those disputes of party, and silence that noise of dissension, which generally accompany the exercise of freedom, we may venture to prognosticate corruption in the national manners. (1967, 256)

Thus, although "civil society" for Ferguson was a sort of society as a whole, attention to public matters lay at its core.

By the nineteenth century, the autonomous associations of civil society became the breathing room of a social order no longer ceaselessly pressed by authority in every sphere of life. And, as the example of religious liberty suggests, the new freedom of liberal society that grew in nineteenth century Western Europe and America was not simply political freedom: it was, as the French theorist Benjamin Constant said, a freedom unknown to the ancient world. It was personal liberty pursued openly in public or behind closed doors in a new, hitherto unknown, realm: a private sphere guaranteed by the state to the individual acting alone or associated with others.

With the thought of Tocqueville, civil society's "liberal substance" comes to full consciousness. His sophisticated political sociology leads us to a clearer understanding of the role of free association in liberal democracies, especially in the American ("new world") conditions of relative social equality. In these circumstances, individuals seldom attempt to act alone, on their own account; they must associate together to do what government would do otherwise. Leaving the field of private enterprise to government, he believed, would be catastrophic: "The morals and intelligence of a democratic people would be as much endangered as its business and manufacturers if the government ever wholly usurped the place of private companies" (1990, 108). The free associations of the United States played such a critical role in the well-being of society that Tocqueville wrote the following at the end of his chapter titled "Of the Use Which the Americans Make of Public Associations in Civil Life",

> Among the laws that rule human societies there is one which seems to be more precise and clear than all others. If men are to remain civilized or to become so, the art of associating together must grow and improve in the same ratio in which the equality of conditions is increased. (1990, 110)

In retrospect we see that the seventeenth- and eighteenth-century separation of state and society was a step of great significance. It allowed theorists to conceive society as a social and psychological space in which the individual, alone or associated with others, could view the acts of

public officials from a critical perspective. The separation of state and society in liberal political thought crafted a powerful theoretical justification for limiting the powers of the state regarding its citizens. As viewed from the perspective of liberal writers from Locke to Tocqueville, society occupies a position of moral superiority in its relations with the state. The state is merely the extension and servant of society. We are close to the idea that the purpose of the state is to protect the autonomous life of society.

Civil Society, Authoritarianism, and Totalitarianism

We understand the idea of civil society more clearly by comparing its position in liberal democracy to that in other systems of government. Liberal democracy legally permits and protects all social activity within a wide latitude. By contrast, authoritarian regimes seek to regulate and control civil society with an intensity that provides the very measure of its authoritarianism.

However, under full-scale totalitarianism civil society disappears altogether, as the state demands total control of every group and all forms of social expression, organized or not; nothing lies outside political control. Thus the state politicizes all organized social activity.

The Soviet Union, for example, made independent political expression illegal, and it treated dissidents harshly. The regime tolerated no social organization independent of the state. But with the end of totalitarianism, social and political groups quickly emerged, and expression of all kinds sprang up spontaneously. Even in such Soviet satellites as Poland, the far less virulent post-Stalinist regime tolerated no independent social organization, with the significant exception of the Catholic Church. Polish loyalties to the Church were so powerful that the regime tolerated it solely out of necessity. But in Russia itself the Russian Orthodox Church was more or less run by the KGB, the secret police.

In the satellite countries, once Stalinism had run its course, small cracks in the edifice of state control appeared. Although scouting organizations were under state control, individual scout leaders could often be alone with their troops and teach them heterodox, or at least independent views. However, such exceptions do not materially depart from the preceding description of civil society's suppression under Soviet-style communism.

Civil Society in Communist Eastern Europe: Resistance to Illegitimate Government

Ironically, the character of the post-Stalinist regimes of Eastern Europe gave rise to the currency that the term "civil society" enjoys today. After Soviet tanks shattered the hopes of the Prague Spring of 1968, and the satellite countries settled into the stagnant political torpor of the Brezhnev era, political action seemed clearly useless; surely political action directed toward changing the state was unavailing. The only politics at hand appeared to be that of the cynical and self-seeking. Most men and women had to squeeze what meaning they could from apolitical careers and the private life of family and friends.

This situation was the context in which Eastern European philosophers resurrected and refurbished the idea of civil society in the late 1970s and early '80s. Since the worst of Stalinism was an unpleasant memory and only a rotting autocracy hung over the present, these thinkers could conceptualize civil society as a new arena of independent, imaginative ethical thought and action uncorrupted by the state.

The idea of civil society took center stage in Eastern Europe, especially in Poland and Czechoslovakia and later in the Baltic Republics, Estonia, Latvia, and Lithuania, as a program of resistance to communism. At first only the courageous few dared to carry on secret or even open independent activity, as the police harassed or broke it up. Men and women like Vaclav Havel, who insisted on creative expression independent of the state, went to jail. In Poland even before the Solidarity movement, a so-called "floating university," traveled from flat to flat in Warsaw in defiance of the regime. Moreover, though repeatedly attacked by the police, the "university" made a point of carrying on its activities openly.

With the advent of Solidarity in 1980, a new hope arose that civil society could save society as a whole from a limitless future of bleak communist rule. Here at last was more than a glimmer of social activity independent of state domination; here was the self-organization of society, a new home for moral resistance to an illegitimate government, for an "anti-political politics." Bronislaw Geremek, the Polish historian and Solidarity leader imprisoned for his activities, describes the purpose of independent action in civil society:

> Moral resistance, though seemingly hopeless against systems that are based on political and military force, functions like a grain of sand in the cogwheels of a vast but vulnerable machine. The idea of a civil society — even one that avoids overtly political activities in favor of education, the exchange of information and opinion, or the protection of the basic interests of particular groups — has enormous anti-totalitarian potential. (1992, 4)

So long as it did not openly pursue political ends, civil society might act as a "cocoon," gradually enclosing and marginalizing the apparatus of state control. In Czechoslovakia the Charter 77 movement took up the mantle of civil

society to oppose an oppressive state. In the Baltic Republics, a variety of nationalist movements, "citizens' committees," and other organizations sprang up spontaneously in the late 1980s, an open struggle for separation from the Soviet Union. Under the conditions of "weak" totalitarianism prevailing in Eastern Europe, civil society appeared as an arena of social action in which morally whole men and women could find their wholeness confirmed. And they could draw large numbers of the previously quiescent into active resistance. In this way, organizing civil society can play a major role in creating democratic societies as well as strengthening both new and developed democracies.

The functions of civil society in transitions to democracy in Eastern and Central Europe have recurred around the world in varying degrees. "In South Korea, Taiwan, Chile, . . . South Africa, Nigeria, and Benin (to give only a partial list), an extensive mobilization of civil society brought critical pressure for democratic change" (Diamond 1994, 5). Even in China, which has not begun a recognizable transition to democracy, Chinese as well as foreign scholars have seen the applicability of civil society (Shu-Yub Ma 1994, 181-185). Thus, if the concept of civil society previously applied only to the West, the cultural diffusion of Western ideas combined with economic and social development have gone a great distance toward universalizing this pregnant idea, despite charges of "Western imperialism" against Western scholars applying the civil society idea to non-Western societies.[3] Thus, even in the face of counterclaims by cultural relativists, the concept of civil society is nearing universality.

The Functions of Civil Society in Liberal Democracy

Larry Diamond has outlined ten "democratic functions" of civil society (1994, 11). Its *first* and most basic function is limiting state power, accomplished primarily by two linked efforts. Civil society must both monitor the abuse of state power — such as corruption or vote fraud — and also mobilize society to protest such abuses, thereby undermining the legitimacy of undemocratic governments. *Second*, civil society supplements the role of political parties in stimulating political participation. *Third*, civil society can develop attributes such as toleration and moderation crucial to democratic development. *Fourth*, it creates channels other than political parties for "the articulation, aggregation and representations of interests," not least at the local level. *Fifth*, voluntary associations can create interests that transcend the fault lines of region, religion, class, or ethnicity and the like. *Sixth*, voluntary associations recruit and train potential political leaders. *Seventh*, such organizations may help to build democracy in a variety of other ways, such as in monitoring election procedures. *Eighth*, civil society can widely disseminate information useful to individuals in playing their roles as democratic citizens. *Ninth*, civil society can help to achieve the economic reforms without which democracy is unlikely to take root. And *tenth*, the well-functioning of civil society may (benignly) strengthen the emerging democratic state by pressuring it into patterns of behavior that enhance its legitimacy.

Actually or potentially, civil society has other indispensable functions, some of which overlap those just mentioned, in the liberal democratic order. We can hardly exaggerate their importance. Unless these functions and those enumerated above operate at least minimally, the situation of liberal democracy is precarious indeed.

Integrates Individuals and Groups. One of civil society's key functions is its capacity to integrate lone individuals or exclusive groups into the larger social order by offering avenues of social contact, alliance, and cohesion. This function is significant because modern society tends to separate people from each other. Today economic forces often encourage mobility, sending untold millions from the countryside to cities, where they find themselves relatively alone. In these conditions, primary social connections, such as family, school, and community associations, are weak or broken. Sociologists find that these individuals of all ages are prone to serious pathologies, including substance abuse, suicide, crime, and membership in such extremist groups as religious and ideological cults and violent political organizations. Civil society can be a cohesive force against the fragmentation of modern life. Associations draw relatively lone individuals out of themselves into potentially meliorative social contact, providing avenues of involvement to direct interest and purpose and building networks of trust. Civil society can also positively affect isolated groups, peacefully integrating ethnic and other minorities into society without a surrender of their identity. The socializing forums and networks of civil society are not a panacea for alienating conditions. But they can prevent some social pathologies; and they have the capacity to ameliorate and in some cases to restore social health.

Disperses Power and Protects Individuals. A second and essential function of civil society lies in its ability to disperse power. It does so by creating numerous centers of thought, action, and loyalty. The *independence* of these separate associations and organizations from direction by the state characterizes civil society's dispersal of power. A result of this dispersal is that the associative life of civil society can protect the individual in significant ways. Membership in civil society associations can act as psychological, social, and economic barriers between individuals and political or social forces that demand submission against the individual's will. The varieties of associational solidarity available in developed civil society can

strengthen individual or group resolve and resources against external pressures to conform or capitulate. There is a further way in which civil society protects individuals, groups, and society as a whole from the abuse of power. According to an argument of James Madison in *The Federalist*, liberty spontaneously gives rise to organized interests. The variety of independently organized interests and points of view fostered by fully developed civil society makes it less likely that any one group or interest will dominate society, abusing its power to the detriment of other groups' rights or the public good.

Supplements or Substitutes for Government Programs. In addition, the activities of some organizations of civil society supplement or substitute for government programs by providing similar services of their own. For example, community groups share such tasks as caring for the sick, the aged, and the disabled; they also care for the able-bodied poor, homeless, or mentally deficient. National, regional, or local associations may organize programs that parallel other government activities. Churches, labor unions, private foundations, neighborhood, or other organizations may engage in activities related to health, education, social welfare, recreation, or numerous other activities that have the effect of dispersing power by offering alternative sources of government services.

Mediates Between Individuals and the State. The organizations and activities of civil society may also act as mediator between the individual or family and the state. Especially in large, modern political systems individuals may feel dwarfed by the scale of the modern state and unable to make their voices heard. Membership in labor unions, religious organizations, and professional associations, for instance, provides a context and opportunity for discussion of all levels of public issues. Many independent organizations involve themselves in political issues; through membership and participation individuals can hear their voices in the councils of power more clearly than through formal political representation alone. In this way membership can result in a more stable society by linking individuals to the community as a whole and to its political institutions.

Educates Citizens for Democracy. Another function of the associational life of civil society is to be a school in the arts of democratic citizenship. The associative life of civil society is the seedbed for a variety of skills vital to democratic life. Political participation is a leading virtue of democracy, since it requires at least a minimum of participation to function adequately and ensure itself against internal atrophy and decay. While it is not necessary for democracy's survival that everyone participate in ways that require political skills, a certain degree of participatory ability, spread throughout society, is a necessary staple of democratic life. In its absence, only an elite takes action, and to the degree that it does so democracy rests on more or less shaky foundations. We must remember that democracy *must reproduce itself*. It must train each new generation in the ideas and practices of citizenship. The organizations of civil society can provide training ground for democratic action. Participating in meetings, recruiting members, organizing activities, speaking in public, and practicing quiet persuasion are some of the activities in which civil society can cultivate the arts of civic membership. Further, as organizations are self-governing, participation in them promotes the experience and values of democratic citizenship by allowing the *experience of internal autonomy*. At the same time, the associational life of civil society preserves key values against the corrosive effects of modern culture. In many cases, it can promote an experience of social pluralism by acquainting individuals with others unlike themselves. This experience may go far toward fostering essential democratic virtues, such as respect and toleration for others. A political culture requires such virtues if it is to perpetuate democracy.

Promotes Creativity. Creativity also characterizes developed civil society. Where threats and intimidation inhibit the spontaneous interchange of ideas, creativity wanes, except in a few hardy souls. Even where the creative process continues in private, it often lacks open or full expression. But regimes that protect the independent thought and association of civil society allow creative forces to flourish. Many forms of creativity are crucial to liberal democracy. Economic well-being in today's world economy depends on creative innovation. The inhibition of the interchange of ideas in the former Soviet Union placed economic prosperity in the "Information Age" beyond its reach. State bureaucracies are notoriously adverse to change. But modern societies face deep and compelling difficulties, ranging from inadequate education, environmental disasters, international economic competition, and ethnic strife to drug addiction, crime, and disease. Only the full expression of human creativity can hope to deal with them. In drawing a curtain around civil society, the closed society simultaneously suffocates its ability to relieve or resolve these dilemmas. Liberal democracy also cannot survive in the long run if modern social problems go unchecked. The creative force of civil society is a potentially abundant well-spring for resolving these problems.

Extends Exclusive Loyalties. In the nineteenth century Tocqueville meditated deeply upon the importance of civil society and its congeries of associational opportunities. Two of his conclusions are most relevant here. Tocqueville observed that voluntary associations can temper narrow selfishness by showing individuals the "connections between their own affairs and the well-being of others, nourishing a democratic politics of 'self-interest rightly understood.'"[4] Membership in voluntary associations does something else: it draws people out of themselves and,

through associational life, encourages moral and ethical concern for others, fostering an ethic of responsibility. In some instances, emerging democracies have found that civil society may contain and soften ethnic and national conflict. Instead of exclusive membership in an all-encompassing identity leading to conflict with other exclusive identities, multiple memberships in civil society foster plural loyalties that hold group conflicts in check.

Liberates the Individual. Tocqueville also noted that if individuals belong to groups involved in religion, economic interest, politics, service or the like, no one group's perspective can dominate them. The variety of associations protects members from psychological or practical coercion by any one group's monopoly on their knowledge, attention, and loyalty. The multiple memberships available in civil society thus promote individuals' ability to choose among alternative points of view and courses of action. The ability to choose is freedom itself. Thus membership in cults and similar groups consuming the whole person represents the opposite of the freedom promoted by multiple memberships in civil society. Tocqueville sums up his argument in the phrase "multiply your associations and be free." The plural loyalties possible in the liberal democratic state can liberate the individual. But a single, all-encompassing loyalty may well capture the whole person; and practical circumstances, such as a lack of alternative economic support, may preclude the independence of those wishing to withdraw from commitment to a single loyalty. For this reason liberal writers today advocate government policies that ease practical impediments to detachment from single loyalties.

Civil Society, Civility, and Liberal Democracy

Associations of civil society have not always supported liberal and morally defensible ends. The influence of civil society associations may run counter to the positive influences just described, and the protection of civil society by the liberal democratic state will not always appear in a positive light. As Ghanian scholar Emmanuel Gyimah-Boadi has shown, some associations, such as many in African civil society, undermine transitions to democracy (1996, 121-129). Organizations may be thinly veiled ethnic enclaves; trade unions are vulnerable to co-optation by the government; religious groups may be docile before authority rather than demanding positive change; the private sector is weak and cannot provide material support for independent non-governmental organizations; traditionalist associations may perpetuate anti-democratic hierarchialism and inequality; and so on.

Moreover, since individuals frequently abuse their freedom, liberty can be perverted. Freedom of association can lead to the creation of groups that range from the dubious to the distasteful to the morally indefensible. Not every aspect of civil societies as we find them, as opposed to how we might imagine them, is good or desirable. But if the state guaranteed the ethical worthiness of civil associations, it would assault the very liberty that liberal democracy aims to protect. For example, if the liberal state had the power to suppress religious or quasi-religious groups it found distasteful, it could curtail the religious liberty of everyone.

Nevertheless, the necessity to preserve democratic liberties does not mean that "anything goes" in the life of civil society if liberal democracy is to remain truly liberal. The actions of hate groups have often crossed the line between the permissible and the forbidden. Irrational, distasteful, or even loathsome speech ought to be protected, but not incitement to violence or violence itself. In principle, liberal toleration extends to every loyalty that allows others their own loyalty.

Finally, what about civil society in relation to the ideal and practice of civility? Civil society in this context refers to its second meaning identified at the beginning of this essay, society as a whole including an independent portion. Edward Shils, one of the most searching analysts of links between civility and civil society, has argued that, despite a loose equating of liberal society with civil society, they are not exactly the same. The key difference between them, he argues, lies in the degree of civility that characterizes a truly *civil* society. In this view, civility is *the* virtue of civil society. Civility, in this view, is more than good manners; it is also a form of political action which strongly implies that antagonists are also members of the same society, that they participate in the same common identity. Treating others civilly marks them as members of the same moral universe, just as not doing so excludes them. Thus incivility implies gross alienation.

In this perspective, "a society possessing the institutions of civil society needs a significant component of ordinary citizens and politicians who exercise the virtue of civility" (Shils 1991, 11). In some persons civility preponderates; in others, it is at a low ebb. Society benefits when civil individuals occupy positions of authority, with visible civility. Civility needs to concentrate in key segments of society, but it must also permeate society. Civility, which is fully compatible with robust debate, is contagious, for those with more civility animate the potential civility in those around them. Most importantly, civility protects liberal democracy from the dangers of extreme partisanship. As self-discipline is an imperative for self-government, so an aspect of this discipline is the practice of civility. Ordered liberty cannot exist without it.

Conclusion

Although the idea of civil society is subject to debate, it has a generally accepted core of meaning centering on the roles of the autonomous, self-organizing associations of society; and we have seen that, depending on who uses

the term, civil society has both normative and positive (prescriptive and empirical) aspects. An important way of viewing the concept of civil society combines the normative and the positive in seeking to understand the ways in which civil society fosters and defends traditional liberal freedoms—freedom of religion, association, speech, the press, and so on—as well as a private realm that, within legal boundaries, is no one's business.

We have also seen how the concept of civil society arose from the peculiar conditions of Western Civilization, the several divisions of power in medieval Europe, such as independent cities, but especially from the West's division of sacred and secular powers and loyalties found in Christianity. After the seventeenth century's bloody wars of religion, some Western European countries, such as the Netherlands and England, instituted a policy of religious toleration, which in turn created a plurality of legally tolerated autonomous groups. The existence of these groups, combined with Christian doctrine, separated church and society in much of Europe. The American version of this separation, established under the Constitution of the United States of America, became "the separation of church and state." Together with other autonomous social groups such as those found in cities, these social divisions formed the basis of what is now called civil society. The release of individuals from the obligations of medieval society meant that they could change their position in society more and more by their own efforts. In a word, they were free in a new sense. The "ascriptive" (inherited and unchangeable) categories provided by medieval law and its social order no longer contained individuals.

Beginning with John Locke, writers began to recognize in political theory what had been occurring in society. They demanded the wholesale abandonment of such doctrines as the claim to a Divine Right of Kings, the notion that political authority is a top-down affair in which God grants sovereignty directly to monarchs. This idea meant that inferiors could not question monarchs. Their powers were legally unlimited. Instead, Locke and his followers divided society and government and saw society ("the community") as the superior power in relations between society and government. Society *needs* government, but only that government which respects the freedom of individuals (buttressed by what they now called "rights") and the autonomy of the independent groups these individuals created. In the nineteenth century, Tocqueville showed how self-organized, autonomous social groups play a paramount role in maintaining the freedoms of the world's most advanced democracy. He saw how social structure and liberty are interrelated.

By the twentieth century, this relationship became better known and studied. These countless varieties of autonomous associations became known as civil society, which theorists understood as the indispensable social underpinning of liberal freedoms. While scholars studied the idea of civil society in universities, it lacked any special significance outside academic circles. But in the 1980s in Eastern and Central Europe, this idea became prominent for theorists living under communist oppression. They saw society's capacity for self-organization independent of the state as its moral salvation, however much a weak totalitarianism might persecute such efforts at independence.

As communist rule began to weaken and then crumble, the civil society idea gained momentum in the East. It spread to the West as autonomous organizations across the Baltic States of the Soviet Union and the satellites of Central Europe, such as Solidarity in Poland and Charter 77 in Czechoslovakia, sprang up, gaining deep admiration from champions of civic and personal freedom. Also in Poland, the independence of the Catholic Church had proved impervious to communist domination. By the 1990s scholars were showing how autonomous associations in societies around the world could play key roles in transitions to democracy.

We have also seen that the civil society question does not just concern transitions to democracy. These transitions are important subjects for academic study that can have an impact on emerging democracies. Academic studies can demonstrate to emerging leaders, for example, which strategies in the struggle for democracy have borne fruit. But to understand how autonomous associations function in securing liberal freedoms for established democracies also, we need a more encompassing concept of civil society.

This essay has focussed on the ways in which civil society can promote the values and practices of liberal democracy. Of course we have seen it does not always do so. Civil society can act as the social basis of liberty as the West and, increasingly, other places globally, understand liberty. This social basis allows states to decentralize and divide power, to extend loyalties across social fault lines, to promote civic literacy and civility, to foster responsible leadership — and so on through the potential functions outlined above.

However, I conclude with a warning. Civil society is now so much in vogue, and traditional politics so out of fashion or distrusted in some quarters, that we are in danger of catching the "Eastern disease" — the marked tendency of the populations of Central and Eastern Europe, so inured to the evils of the state and its corrosive politics, to take refuge in the anti-political strategies of civil society. The idea of civil society, immensely important as it is, may be in the process of colonizing all we consider bright and shining in public life, relegating the "dubious" field of politics proper to a permanently tarnished, even ignoble status. This would be a grave error; because civil society as it actually exists has its own imperfections and short-

comings, and because, for all its actual and potential virtues, civil society has a limited reach. It does not and cannot rule society as a whole. The body politic rules society as a whole through the medium of the state, the formal agencies of government.

In these circumstances we must recall the overarching and integrative role of *citizenship*, a concept that unites governance of civil society with the government of society as a whole — as body politic or nation. The idea of citizenship transcends civil society narrowly understood to include involvement in the deeply serious matters that concern political power, whose interest and duty it is for citizens to monitor and influence.

Civil society may influence law and policy, but in democracies citizens' representatives create and implement them. Elected public officials wield the power that in developed democracies, *inter alia*, defends citizens against domestic and foreign perils, protects them from destitution, regulates industry, administers justice, promotes prosperity through monetary and fiscal policies — or fails to perform these *vital* functions to a greater or lesser degree.

Those who see the nation-state in decline too often overlook these facts in their haste to advance their political predilections and agendas. Moreover, a vast international or global order is beyond both the practical comprehension and the psychic reach of ordinary men and women, who withdraw into privacy when confronted with an overwhelming political space, where they feel lost and disempowered. The idea of citizenship of a defined group ("We the people") within a defined area is aggregative and inclusive. It embraces the social dimensions of civil society's governance and the political dimensions of society's formal government. Citizenship remains the indispensable civic idea to which civil society necessarily is subordinated.

Notes

1 An earlier version of this paper served the Democracy Project of the American Federation of Teachers Educational Foundation, Washington, D.C. That version also appeared in *Sociedad Civil*, Vol. 1, No. 1, 1996 (Mexico City), pp. 63-74. I am grateful to the American Federation of Teachers for allowing me to draw on it.

2 Clinton Rossiter, ed. *The Federalist Papers* by Alexander Hamilton, James Madison, and John Jay. New York: New American Library, 1961, pp. 77 ff. James Madison or Publius argued that social pluralism thwarted majoritarian tyranny and protected liberty.

3 Zbigniew Brzezinski has recently suggested that the charge of "imperialism" leveled against the West by Asian authorities and their minions in authoritarian regimes such as Malaysia and Singapore actually express differences in the stage of development, not evidence of unbridgeable cultural chasms in a world of relative value. See Zbigniew Brzezinkski, "New Challenges to Human Rights," *Journal of Democracy*, Vol. 8, No. 2, April 1997, pp. 3-7.

4 See Nancy Rosenblum's insightful article, "The Moral Uses of Civil Society: Three Views", in *PEGS: Newsletter of the Committee on the Political Economy of the Good Society*, University of Maryland, Supplement to Vol. 3, No. 2, Summer 1993.

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Civil Society and the Worldwide Surge of Democracy: Implications for Civic Education[1]

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Three international waves of democratic development have occurred during the past two centuries (Huntington 1991). The first wave, rooted in the American and French revolutions, flowered from 1828-1926. There was a second, short wave between 1943-1962. And the world took notice of a dramatic, global resurgence of democracy during the 1980s and 1990s. However, few realized until recently that this massive movement toward democracy, dubbed the "third wave" by Samuel Huntington, began in 1974 with the overthrow of Portugal's dictatorship. Since then, the number of democracies throughout the world has increased greatly.

Before the onset of the third wave, 40 countries could qualify as democracies in terms of a widely accepted minimal definition: a political system is "democratic to the extent that its most powerful collective decision makers are selected through fair, honest, and periodic elections in which candidates freely compete for votes and in which virtually all the adult population is eligible to vote" (Huntington 1991, 7). This minimal definition implies the necessary exercise of civil and political rights to freedom of speech, press, assembly, and association in order for there to be fair, open, and competitive public elections. By this minimal definition, there are more than 100 democracies in today's world, as the third wave has continued (Diamond 1996, 20).

The most striking and pivotal part of democracy's third wave occurred in Central and Eastern Europe, where long-repressed peoples overthrew totalitarian regimes and began an unprecedented transformation from communistic tyranny to democratic freedom. Both the methods and the mission of democratic development in Central and Eastern Europe revived an old and seemingly obsolescent idea, civil society.

Born in the era of European Enlightenment and advanced through the works of prominent nineteenth-century Europeans and Americans, the modern idea of civil society seemed to recede in the twentieth century. It is absent from Huntington's seminal formulation of the third wave. Further, civil society does not appear in other major twentieth-century treatises on the theory of democracy.[2] But regardless, the idea of civil society, in one form or another, has been instrumental in the later phases of democracy's third wave, especially in Central and Eastern Europe, but also in Southern Europe, Latin America, and parts of Africa. And discussions of civil society have filled the pages of recent issues of the *Journal of Democracy* and other prominent publications.[3] An old idea has surged anew in the 1980s and 1990s to attract the attention of philosophers, politicians, and educators around the world.

What is civil society? What are its modern origins? How has it developed in modern times? How does it relate to democracy in the state and society? How does it contribute to democratic consolidation? And why is it an essential element of civic education for democracy? Political theorists and practitioners have been conducting important debates about these questions, which have great significance for civic educators in their efforts to develop capacities for democratic citizenship among communities of learners. Thus the importance of civil society in democracy's third wave raises trends and issues for civic education that teachers and learners must confront.

The Modern Idea of Civil Society

Civil society is a debatable concept which political theorists and practitioners have used variously during the past 300 years. However, most would agree that it pertains to "social interaction not encompassed by the state " (Dryzek 1996, 481). Further, most current users of the idea would likely agree, at least, that civil society is the complex network of freely formed voluntary associations, distinct from the formal governmental institutions of the state, acting independently or in partnership with state agencies. Apart from the state, but subject to the rule of law, civil society is a public domain that private individuals create and operate. Examples of non-governmental organizations that constitute civil society are free labor unions, religious communities, human-rights advocacy groups, environmental protection organizations, support groups providing social welfare services to needy people, independent newspaper and magazine publishing houses, independent and private schools, and professional associations. An individual of a free coun-

try is likely to belong to many civil society organizations at once and throughout a lifetime. Americans, for example, have sustained a long tradition of multiple membership in non-governmental organizations.

Civil society is distinct from civil government and the state, but not necessarily in conflict with them. Pluralist democracies, for example, include many different kinds of civil society organizations that act freely and independently of state control for the public good, which the state may also seek. Civil society organizations may act in harmony with the purpose of the state, if not always in agreement with particular state agencies. But they may also act as an independent social force to check or limit an abusive or undesired exercise of the state's power. Civil society can be a countervailing force against the state to oppose despotism and protect the civil liberties and rights of individuals and groups.

The modern idea of civil society stems from its various uses in the political theories of seventeenth- and eighteenth-century English and Scottish thinkers: John Locke, Francis Hutcheson, Adam Ferguson, and Adam Smith. In the nineteenth century, Alexis de Tocqueville, G. W. F. Hegel, and Karl Marx conceptualized civil society variously in their very different political and social theories (Seligman 1992, 15-58). Nonetheless, despite differences in definitions and uses of civil society, it has always signified opposition to statism, to an all-encompassing government with little or no use for community-based initiative by private or non-governmental groups acting for the public good.

Some theorists of civil society, for example Locke, stressed its interactions with civil government to secure personal and private rights to life, liberty, and property against the ever-present threats of tyranny and anarchy. Others, such as Adam Ferguson, emphasized the positive moral consequences of community life grounded in civic virtue, whereby individuals freely and civilly acted together for their common good, instead of depending passively upon the beneficence of the state for their general welfare. "It is in conducting the affairs of civil society," wrote Ferguson, "that mankind find the exercise of their best talents, as well as the object of their best affections" ([1767] 1995, 155).

Later, Tocqueville saw civil society as the stratum of voluntary, group-based public life that mediated the interactions of individuals with their democratic government, thereby shielding them from its otherwise overwhelming power. Such power could of course serve good or bad purposes. He especially emphasized the public good achieved by free, self-reliant people acting together in voluntary, community-based organizations. Americans, he believed, gave an example to the world about how to make democracy work for both the community and the individual. In the United States of the 1830s Tocqueville observed,

> Americans of all ages, all conditions, and all dispositions constantly form associations. They have not only commercial and manufacturing companies in which all take part, but associations of a thousand other kinds, religious, moral, serious, futile, general or restricted, enormous or diminutive. The Americans make associations to give entertainments, to found seminaries, to build inns, to construct churches, to diffuse books, to send missionaries to the antipodes; in this manner they found hospitals, prisons, and schools. If it is proposed to inculcate some truths or to foster some example, they form a society. Wherever at the head of some new undertaking you see the government of France, or a man of rank in England, in the United States you will be sure to find an association. ([1835] Bradley 1987, 106)

Tocqueville, like James Madison and John Locke before him, feared a new kind of despotism, the tyranny of the majority exercised through its representatives in democratic government. He looked to the voluntary organizations of civil society to thwart the threat of democratic despotism, and to empower citizens to achieve public ends cooperatively instead of depending atomistically and defenselessly on the civil government to fulfill all needs. The cooperation of all citizens through various community-based organizations would be a means to the security and liberty of each one.[4] Tocqueville, however, did not assume that civil society would necessarily conflict with civil government and the state. Rather, he saw civil society in concert with a free and democratic government and in opposition to its despotic tendencies.

During most of the twentieth century, the idea of civil society receded from its previously prominent place in political thought, and state-centered theories and practices ascended. Twentieth-century watchwords were centralization, big government, and planned economies. Carried to extremes, these statist ideas led to totalitarian regimes, such as Hitler's National Socialist Germany and Stalin's Union of Soviet Socialist Republics. Even democracies of the West, the staunch opponents of totalitarian communism and fascism, seemed to be moving during much of the twentieth century toward increasingly centralized economic and social planning by experts in charge of governmental bureaucracies.

A vibrant civil society opposes any type of statism, especially totalitarianism, which attempts to concentrate all power in a big, centralized government controlled by one political party. The Soviet Union, for example, had no room for civil society. Rather, through the state it commanded, the Communist Party generated and directed sig-

nificant political and social participation. Social organizations abounded, involving large numbers of youth and adults; but they were neither independent nor free of control by the Party and its state. The public domain was pervasive, and the rights to freedom and privacy of persons and groups were practically non-existent.

A vibrant civil society is also at odds with statist conceptions of democracy which, though not totalitarian in ends or means, may intrude extensively into the personal, social, and economic affairs of individuals and groups. For instance, the welfare-statism of the British Labour Party diminished the vitality of civil society in the United Kingdom after World War II. The 1960s Great Society program of the United States President Lyndon Johnson's Democratic Party was also associated with the decline of civil society activities in America. Prominent social scientists have documented the late twentieth-century decline of civil society and voluntary public participation in the West, even in the United States — the supposed exemplar of democratic civil society since the 1830s publication of Tocqueville's celebrated *Democracy in America*. According to Robert Putnam (1995b, 65), "There is striking evidence that the vibrancy of American civil society has declined over the past several decades."

The central place of civil society in democracy's third wave, even if belatedly acknowledged by scholars, has brought this long-neglected idea back to the center of theoretical discourse and public life at the end of the twentieth century. Advocates of democracy throughout the world have understood that the emergence and growth of civil society organizations during the 1980s in former communist countries, such as Poland and Czechoslovakia, signaled the imminent fall of the once-dominant communist regimes. And political theorists and practitioners everywhere are debating the place and significance of civil society, even the very meaning of the concept, in the consolidation of democratic gains of the third wave. So civil society today seems to be an idea "whose time has come again" (Seligman 1992, 3). Discourse and disagreement abound about the relationships among civil society, civil government, and the democratic state. Is it really an ally of the democratic state or a threat to it? Or is it both friend or foe to some degree, and more of one than the other in its different formulations? How does or should civil society connect to government and the state in a democracy?

Civil Society, Democratic Government, and the State

Three recently published books represent different positions in current international debates about civil society and democracy: (1) *The State Against Society: Political Crises and Their Aftermath in East Central Europe* by Grzegorz Ekiert (1996), (2) *To Empower People: From State to Civil Society* by Peter L. Berger and Richard John Neuhaus (1996), and (3) *The State and the Rule of Law* by Blandine Kriegel (1995). Ekiert points to the repressive practices of "state-socialist regimes" which extended state control to all domains of society in the communist countries of Eastern and Central Europe (1996, 317). He also stresses the reemergence in the 1980s of civil society organizations in Czechoslovakia, Hungary, and Poland as harbingers of state-socialism's demise in Eastern and Central Europe and the Soviet Union. Berger and Neuhaus celebrate the late twentieth-century renewal of civil society and the corresponding possibility of a diminished state. By contrast, Kriegel warns advocates of civil society against the dangers of narrow anti-statism, and she makes a case for the constitutional democratic state as an indispensable guarantor of human rights and dignity.

Berger and Neuhaus recognize the necessity of constitutionalism — the rule of law in the affairs of free societies — and the state's function in maintaining ordered liberty. But they stress the strictly limited government of negative constitutionalism to protect individual rights and enable the positive achievements of non-governmental organizations. Kriegel, by contrast, recognizes the state's potential for pro-social action through positive constitutionalism. And she stresses the rule of law to block state-centered despotism and to regulate state-based programs that enable effective exercise of human rights. Ekiert warns that any government with insufficiently limited power is inevitably an enemy of civil society and human rights, even if this government expresses lofty democratic ideals, as did "state-socialist regimes" of Eastern and Central Europe.

The Berger/Neuhaus argument captures a current global trend in favor of decentralization, civic responsibility, and personal freedom in reaction to the twentieth-century failures and dangers of statism. However, for their civil society argument to succeed practically, it must recognize, as Kriegel advises, the universal utility of a constitutional democratic state; that is, a democratic government both empowered and harnessed by the rule of law that the people establish and maintain through their constitution. This kind of constitutional democracy is sufficiently strong to achieve a country's shared purposes, and sufficiently limited to prevent despotic destruction of freedom and rights in the name of human progress (as documented by Ekiert in *The State Against Society*).

A constitutionalized democratic government is empowered to protect individual rights to free expression, assembly, and association, which are necessary to the independent operations of civil society organizations. Thus a top-down structure protects civil society; it extends from the state's constitutional government to the people's local activities and guarantees the rights of individuals to join and conduct non-governmental organizations.

But the constitutional democratic state also receives bottom-up support, which stems from the "grassroots" through community-based, non-governmental organizations acting democratically for the public good. Local, regional, and national non-governmental organizations provide channels for citizens to express their needs and interests to candidates for office and government representatives. Through these channels citizens' concerns can be transformed into public policies. Civil society organizations, then, are public guardians that empower citizens to take responsibility for their rights and hold public officials accountable to their constituents. Through participation in organizational activities, members acquire the knowledge, skills, and virtues of democratic citizenship. So community-based, voluntary organizations are public laboratories, in which citizens learn democracy by practicing it, contributing mightily to democratic governance of both the state and the civil society that it serves.

We may thus conceive and practice civil society as an opponent of despotism and an ally of any state governed by constitutional democracy. The government of such a state is simultaneously limited and empowered for the common goal of securing rights to life, liberty, and property, which will be at risk if the government is either too strong or too weak. Its constitutionally imposed limitations disable the state from despotically infringing human rights and destroying the domain of freely formed and independently operated non-governmental organizations. Further, civil society organizations, grounded in social mores and civic culture, are an ever-present countervailing force against statist or despotic tendencies of the civil government. At the same time, its constitutionally provided powers enable the democratic state effectively to enforce laws that protect and advance human rights, maintain the order and safety necessary for productive organizational life, and provide social benefits jointly with non-governmental organizations (Holmes 1995, 77-81).

However, the state is not the only source of despotism in society. Malevolent and illiberal associations can be as oppressive as a despotic government. Tribalistic or chauvinistic civil society organizations, for example, can repress individual rights and civic virtues. The liberal, constitutional, and democratic state protects individual rights against group-based oppression in civil society. And groups in civil society, in turn, may guard individuals against the state's despotic tendencies. Individual rights to liberty, therefore, depend upon continuing interaction between the state and civil society organizations.

The French sociologist Emile Durkheim concluded that, to safeguard individual liberty, a constructive tension must exist between the state and the civil society,

> [I]f that collective force, the State, is to be the liberator of the individual, it has itself need of some counterbalance; it must be restrained by other collective forces, that is by. . .secondary groups [of civil society]. [I]t is out of this conflict that individual liberties are born [and maintained]. (Durkheim 1957, 65)

The rule of law, grounded in the democratic constitution and civic culture of a people, is an indispensable regulator of tension between governmental and non-governmental organizations. This rule of law enables civil society and the state to function freely for individual rights and the common good. It is the key to congruency between civil society and the democratic state. And it is missing in flawed conceptions of civil society that denigrate civil government and the state as inevitable enemies of liberty.

Many third-wave, would-be democracies emerged from peaceful "grass roots" revolutions that signaled the incapacity of despotic states, once pervasively powerful, to suppress dissent expressed through civil society (Ekiert 1996). So civil society in these aspiring democracies seemed to represent the epitome of revolutionary opposition to the state. But a civil society associated exclusively or primarily with resistance to the state may be a marginal or dysfunctional factor in subsequent efforts to consolidate democracy by developing constitutional government.

The anti-communist revolutions of Central and Eastern Europe, for example, have spawned a disturbing and possibly destructive conception of civil society against the state. Many Poles and Czechs, who led the *Solidarnosc* and Charter 77 movements against communist states during the 1980s, have maintained extreme anti-state and anti-government views, which have hindered their shift from a conception of civil society against a despotic communist state to civil society for and with the building of constitutional democracy (Smolar 1996).

Civil Society in Democratic Consolidation

The civil society concept of some anti-communist revolutionaries was at odds with the classic formulations of Ferguson, Hutcheson, Smith, and Tocqueville, which emphasized "the ability of associational life in general and the habits of association in particular to foster patterns of civility in the actions of citizens in a democratic polity" (Foley and Edwards 1996, 39). The Tocquevillian idea of civil society, for example, highlights the supportive effects of voluntary associations on the consolidation of a democratic government and on social conditions conducive to personal and political liberty.

The Tocquevillian formulation of civil society, advanced articulately by the research of such contemporary social scientists as Robert Putnam, holds most promise for consolidating democracy and liberty in third-wave countries. According to Putnam (1993, 181-185), "The civic community [civil society] is marked by an active, public-spirited

citizenry, by egalitarian political relations, by a social fabric of trust and cooperation," which he calls "social capital." This social capital is a public good; if most citizens have acquired it through participation in civil society organizations, they can use it to strengthen democracy in the state's government. Further, Putnam's long-term research project in Italy indicates that a vibrant network of community-based voluntary organizations builds the needed social capital — civic virtues, skills, and knowledge — to consolidate democracy. "Those concerned with democracy [its consolidation and efficacy] should be building a more civic community. We agree with [those who urge] local transformation of local structures [to build social capital] rather than reliance [only] upon national initiatives [because this is] the key to making democracy work."

The concept of social capital is the central public good related to developing of civil society. It involves trust in our relations with one another: social trust and civic involvement are correlated (Putnam 1995a, 665). And trust is essential to the establishment, maintenance, and efficacy of civil society organizations. People who trust one another can cooperate to achieve common interests. Conversely, alienated, atomized, cynical people are likely to remain outside civil society in a marginalized domain of inefficacy. Putnam explains, "By analogy with notions of physical capital and human capital — tools and training that enhance individual productivity — 'social capital' refers to features of social organizations such as networks, norms, and social trust that facilitate coordination and cooperation for mutual benefit" (1995b, 67).

Social capital is a foundation for both a stable democracy and a prosperous market economy. This concept is the centerpiece of Francis Fukuyama's best-selling work on the factors necessary for successful participation in the emerging global economic and political order. He argues, "A healthy capitalist economy is one in which there will be sufficient social capital in the underlying society to permit businesses, corporations, networks, and the like to be self-organizing.... That self-organizing proclivity is exactly what is necessary to make democratic political institutions work as well" (Fukuyama 1995, 356-357).

Civil society, the factors that generate and result from it, seems necessary for the consolidation of constitutional democratic governance. Aspiring democracies of the third wave in which civil society thrives are promising candidates for consolidating democratic governance. And conversely, those countries with a weak or insubstantial civil society, with little potential for developing social capital, have poor prospects for a democratic future.

Research on civil society within third-wave democracies reveals a mixed picture of problems and potential. In former communist countries of Central and Eastern Europe, too many citizens have seen civil society as only a countervailing force against the state, which it was in creating the "velvet revolutions" of the recent past. But civil society's potential for building post-revolutionary democratic governance has not materialized.

Nonetheless, despite shortcomings of the moment, there is potential for a dynamic civil society in the future of post-communist countries, which current activities indicate. In Poland, for example, there are more than "15,000 associations, foundations, and self-help groups" (Micou and Lindsnaes 1993, 56). The situation is similar in the Czech Republic, Slovakia, Hungary, Estonia, Latvia, and Lithuania. Even in Romania, where democratization has proceeded rather weakly and slowly, there are hundreds of free, private-sector organizations (Micou and Lindsnaes 1993, 66-69). A country with a vital civil society has a realistic chance to become and remain a democracy.

There are, however, notable weaknesses in civil society development in third-wave democracies throughout the world (Gyimah-Boadi 1996; Linz and Stepan 1996). Major deficiencies are:

- dependence upon external sources for funding, which compromises independence of action and accountability to members,
- inadequate distribution of information and communication technologies, which inhibits development of networks,
- low levels of social capital, which is necessary for effective operation of democratic non-governmental organizations,
- ethnic and sectarian divisions in a country that prevent individuals in one community from forming effective associations with members of other ethnic or sectarian communities,
- insufficient security for constitutional rights to freedom of speech, press, assembly, and associations, which critically inhibits or impedes the operation of independent non-governmental organizations.

The last problem, pertaining to insufficient protection of civil liberties and rights, indicates an inadequate development of constitutionalism and the rule of law. Third-wave democracies all have constitutions that protect civil liberties, but in some of these countries there has been uneven or spotty enforcement of human rights (Howard 1995; Human Rights Watch 1996). A recent "World Report" of Human Rights Watch emphasizes the relation of civil society to human rights. "Often the best measure of governmental respect for human rights is the visible presence of people exercising these rights by forming organizations, assembling, speaking out publicly, and publishing independently" (1996, xxv).

By comparison with the rest of the world, the United States of America still exemplifies democratic civil society, as it did during Tocqueville's nineteenth-century visit.

Seymour Martin Lipset's survey of recent research suggests that civil society remains relatively healthy in the United States. Lipset concludes that "Americans are more civically engaged than most other people in the world" (1995, 14). Robert Putnam agrees with Lipset, "America still outranks many other countries in the degree of our community involvement and social trust" (1995a, 666). Putnam also documents the serious decline of civil society in America during the past forty years. He concludes, "American social capital in the form of civic associations has been significantly eroded over the last generation" (1995b, 73). Lipset concurs : "Much of the available evidence on trends supports Putnam's conclusion that Americans' involvement in voluntary organizations has declined" (1995, 15).

During a pivotal era of world history, with constitutional democracy surging and totalitarian communism declining, the idea of civil society has taken a prominent place in global discussions and actions about democratic revolutions and consolidation. Ironically, civil society has sagged in America at the very moment of its global resurgence. According to Putnam, "High on America's agenda should be the question of how to reverse these adverse trends in social connectedness, thus restoring civic engagement and civic trust" (1995b, 77). Although Putnam's concern is broader than civic education in schools, it certainly includes this central domain of democratic development. So what are the implications of global and national trends and issues concerning civil society for civic education in American schools?

Civil Society in Civic Education for Democracy

Given the global importance of civil society in democracy's third wave, this concept belongs in the core of the school curriculum. The idea of civil society is just as important in civic education for democracy as constitutionalism, human rights, popular sovereignty, and other time-honored concepts associated with democratic governance. If our students would know, analyze, and appraise democracy in their country or elsewhere, then they must know the concept of civil society, assess the activities of civil society organizations, and connect their knowledge of civil society to other core concepts in the theory and practice of democracy. Further, if our students would be equipped for responsible citizenship in a constitutional democracy, then they must develop the civic skills and virtues they need to participate effectively in civil society organizations.

To what extent do American students confront or address the concept of civil society in formal courses on civics and government? Examination of widely used textbooks for introductory courses in high schools and colleges reveals virtually no attention to civil society. None of the best-selling textbooks on government includes civil society in its index (Janda et al. 1989; McClenaghan 1996; Remy 1996; Wilson and DiIulio 1995). The concept of civil society is also absent from the social studies curricular guides and frameworks of most state education departments. Thus our students are deprived of basic knowledge about the theory and practice of democracy in the world. They are thereby disabled from accurately analyzing and comparing important global trends and issues on democracy.

One criterion among others that students should use to distinguish democratic from non-democratic governments is the presence or absence of a vital civil society. A government with the power to crush or control civil society organizations cannot be an authentic constitutional democracy. A social system without a genuine civil society cannot truthfully claim to be open and free. However, students deprived of the opportunity to learn the concept of civil society will be unable to use it as a criterion for comparatively analyzing and appraising the operations of democratic and non-democratic governments.

Despite the bad news of the recent past on civil society in school curricula, there is hope for the future. Some evidence indicates that the concept of civil society will gain prominence in American social studies curricula. For example, *National Standards for Civics and Government* (Center for Civic Education 1994), emphasizes civil society as a basic concept in education for democracy. These standards will likely influence significantly the contents of the next generation of textbooks and curricular guides.

Another hopeful sign is the highlighting of civil society in the *Civics Framework for the 1998 National Assessment of Educational Progress* (NAEP Civics Consensus Project 1997). This framework guides the development of test items for the upcoming National Assessment of Educational Progress (NAEP) in civics, which will occur in 1998. Several items about civil society will appear in the 1998 civics assessment, as called for by the test specifications within the framework document.[5] These items on civil society in the civics national assessment will send a strong signal to textbook publishers, curricular guide developers, teachers, and parents of students about the importance of civil society in education for democracy. When important segments of the education community receive this kind of signal, it will lead to the significant inclusion of civil society in school curricula. Therefore, our students of the near future are likely to be more knowledgeable than students today and yesterday about civil society, a core concept of democracy.

Students should combine their knowledge of civil society with the civic skills and virtues needed to implement this idea in civic life. Thus behavioral skills and dispositions or virtues pertaining to leadership, cooperation, trust, temperance, tolerance, civility, self-reliance, and self-

restraint should be developed through practice in school and in the community outside the school (Likona 1995). Both civil government and civil society in a constitutional democracy depend upon the self-restraint of free individuals who know that "self-interest rightly understood" involves commitment to the rule of law and the public good (Wolfson 1997, 79-80).

Teachers should use methods of cooperative learning and service learning to develop the skills and virtues needed by individuals to effectively operate civil society organizations. Cooperative learning — students working together in small groups for their mutual benefit — has become a common practice in American classrooms (Stahl and VanSickle 1992). And service learning, with students acting together to learn by benefitting their community, has become a trend in civic education (MacNichol 1993).

Service learning tends to fulfill the expectations of its proponents when it connects systematically to the academic curriculum. For example, students should apply core concepts of civic education learned in the classroom to service learning activities outside the classroom (Barber 1992, 254).

Service learning programs have great potential for renewing or enhancing the operation of civil society in a democratic republic. They provide an opportunity for students to learn by performing responsible citizenship in a democratic community. The University of Minnesota recently established a National Service-Learning Cooperative Clearinghouse to monitor and promote teaching and learning that connects students' meaningful community service with academic achievement, personal growth, and civic responsibility.[6]

Very positive trends in American education today emphasize the development of those skills and virtues that responsible citizens need to participate in civil society. However, a renewed emphasis on civil society in civic education cannot insure a revival of civil society in American life. It is only one among several necessary actions that Americans must take to continue consolidating democracy in the United States.

America's status as the world's oldest and most successful democracy does not guarantee that it will continue to be an exemplary political system. However, no one doubts that a vibrant civil society is an essential element of democracy and freedom, which we must conserve and nurture if we would sustain our civic heritage. So if we Americans would sustain a healthy constitutional democracy in the twenty-first century, we must teach our students how to maintain and improve civil society. They must know what it is, how it relates to constitutional democracy and liberty, and how to participate responsibly and effectively within it.

Notes

1 This paper is based on an article published in Volume 60, Number 7, November/December 1996 of *Social Education*, the official journal of the National Council for the Social Studies. I am grateful to the NCSS for allowing me to use the *Social Education* article "Civil Society in Democracy's Third Wave" in the writing of my paper published in this volume.

2 Civil society does not appear in the indexes of prominent late twentieth-century works on the idea of democracy, such as Robert A. Dahl, *Democracy and Its Critics* and Giovanni Sartori, *The Theory of Democracy*.

3 Civil society is the main theme of eight articles in the 1996 issues of the quarterly publication *Journal of Democracy*. Several important books on civil society have appeared during the past five years: *The Idea of Civil Society* by Adam B. Seligman, *Civil Society: Theory, History, and Comparison*, edited by John A. Hall, and *Civil Society and Political Theory*, edited by Jean L. Cohen and Andrew Arato. And a reprint of Adam Ferguson's eighteenth-century classic, *An Essay on the History of Civil Society*, appeared in 1995 (Transaction Publishers). These prominent publications indicate a high current interest in the idea of civil society.

4 The celebrated two-volume work of Alexis de Tocqueville, *Democracy in America*, published in 1835 and 1840 and continuously in print since then, drew widespread attention to the operations of civil society as a key factor in the development and maintenance of a healthy democracy in tandem with personal liberty.

5 I (John J. Patrick) was a member of the Planning Committee that created the framework for the 1998 NAEP civics assessment. Further, I was one of several consultants to the Educational Testing Service in this project to develop the test items for the 1998 NAEP civics assessment. Thus I have been in a position to know in detail the content of the framework and test items for the upcoming National Assessment of Educational Progress in civics.

6 Dr. Robert Shumer is director of the National Service-Learning Cooperative Clearinghouse at the University of Minnesota, 1954 Buford Avenue, Room 290, St. Paul, Minnesota 55108, Telephone: (800) 808-7378; (612) 625-6276.

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II

Annotated Bibliography on Civic Education from the ERIC Database

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Teaching Guides 37

Non-Classroom Guides 45
For administrative and support staff, teachers, parents, clergy, researchers, counselors, and others use in non-classroom situations.

Information Analyses 49
Literature reviews, research summaries, documentaries, state-of-the-art papers, and historical materials.

Opinions 59
Position papers, essays, and opinion papers.

Project Descriptions and Reports 70
Descriptions, evaluations, and reports on projects.

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II

PART II lists selected papers and other documents on civic education and democracy available through the Educational Resources Information Center (ERIC) from July 1996 through July 1997. The documents in this bibliography reflect the global scope of the ERIC database and the diversity of topics related to civic education.

The ERIC system is the oldest and largest information service to educators in the world. Founded in 1966, it consists of 16 Clearinghouses, each of which serves a specific subject and acquires current education materials in that area. Offering services to educators throughout the country, ERIC provides ready access to educational documents through its information storage and retrieval system. Among these materials are curriculum guides, teaching units, bibliographies, articles, and research reports. Document information appears in print in *Resources in Education* (RIE), and journal article titles appear in print in *Current Index to Journals in Education* (CIJE). Several clearinghouses host Adjunct ERIC Clearinghouses, which are responsible for the pertinent literature of a narrower topic within the scope of the host Clearinghouse's subject. Such a unit is the Adjunct ERIC Clearinghouse for International Civic Education (ERIC: ICE), located at the ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS) of the Social Studies Development Center (SSDC) of Indiana University. All Clearinghouses and Adjunct Clearinghouses contribute the records they compile, known throughout the ERIC system as "document resumes," to form the world's largest education database, ERIC.

The purpose of ERIC: ICE is to acquire, review, index, and abstract the global English-language literature of civic education and democracy. The ERIC database regularly adds articles from major civic education journals, books, papers, research reports, conference presentations, curricula, instructional materials, and other items. ERIC:ICE has contributed many documents listed in this chapter. Please note that this bibliography is selective, not comprehensive; it does not include all ERIC documents about civic education or democracy. Searching ERIC with the descriptors on the next page will yield other documents on these topics.

You can search the database several ways: ERIC retrieval systems, either on CD-ROM or via direct network connection, are accessible at many large public libraries and university libraries. Unrestricted public Internet access to the ERIC database is available through the World Wide Web, Telnet, and Gopher. (For more information contact ACCESS ERIC at toll-free (800) 538-3742.) Print versions of the two ERIC components—*Current Index to Journals in Education* (*CIJE*) and *Resources in Education* (*RIE*)—are available in many libraries as well. *RIE* contains education-related documents such as lesson plans, curriculum guides, and research papers. The ERIC database denotes an *RIE* record, or resume, by a six-digit number preceded by the letters "ED," such as ED375050. *CIJE* is the component of the ERIC database that contains periodical literature published in over 800 major educational and education-related journals. The ERIC database denotes a *CIJE* record, or resume, by a number preceded by the letters "EJ," such as EJ500247.

Many ERIC documents, especially books and journal articles, can be found in libraries or borrowed via interlibrary loan. Some libraries maintain collections of ERIC documents on microfiche for viewing and photocopying. In addition, paper or microfiche copies of ERIC documents may be purchased from the ERIC Document Reproduction Service (EDRS), 7420 Fullerton Road, Suite 110, Springfield, VA, 22153-2852. EDRS can be reached by telephone at (703) 440-1400, by fax at (703) 440-1408, or, for customer service and phone orders, toll-free at (800) 443-3742. When ordering, please specify microfiche copy (MF) or paper copy (PC), include the ED number of the document you are ordering, and enclose a check or money order. EDRS prices appear in ERIC records for which EDRS copies are available. To obtain articles from journals that do not permit reprints and are not available from your library, write directly to the publisher. Addresses of journal publishers appear in the front of each issue of *CIJE*.

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Civics
Civil Liberties
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Democracy
Democratic Values
Freedom
Political Affiliation
Political Attitudes
Political Influences
Political Socialization

BIBLIOGRAPHIES

Title: Citizenship Education Bibliography.
Author: Cogan, John J.; Kubow, Patricia K.
Accession Number: ED number will be assigned.
Corporate Sponsor: Minnesota Univ., Minneapolis. The Citizenship Education Policy Study.
Publication Year: 1996
Document Type: Bibliographies (131)
Descriptors: *Citizenship Education; Bibliographies; *Civics; *United States Government (Course); Instructional Development; *Educational Objectives; Educational Assessment; Educational Planning; State of the Art Reviews; Standards; *Curriculum Development; Curriculum Guides; Social Studies; Political Science; Higher Education; Elementary Secondary Education
Abstract: This bibliography for researchers and practitioners cites over 300 U.S. and international writings and publications on citizenship education. Sources include books, journal articles, conference papers, ERIC documents, periodicals, reports, curricula, essays, handbooks, standards, teaching guides, research studies, and bibliographies from 1931 - October 1996. (CB)

Title: Citizenship Theory Bibliography.
Author: Cogan, John J.; Kubow, Patricia K.
Accession Number: ED number will be assigned.
Corporate Sponsor: Minnesota Univ., Minneapolis. The Citizenship Education Policy Study.
Publication Year: 1996
Document Type: Bibliographies (131)
Descriptors: *Citizenship Education; *Citizenship; Bibliographies; Civics; United States Government (Course); *Theories; *Theory Practice Relationship; Educational Research; *Curriculum Development; Educational Objectives; Social Studies; *Political Science; Higher Education; Secondary Education
Abstract: This bibliography for researchers and practitioners cites over 150 U.S. and international writings and publications on citizenship theory. Sources include books, journal articles, essays, reports, conference papers, ERIC documents, and periodicals from 1916 - October 1996. (CB)

Title: Political Science and International Relations: A Guide to Reference Sources.
Corporate Sponsor: McGill Univ., Montreal (Quebec). McLennan Library.
Accession Number: ED403185
Publication Year: 1996
Note: 25p.
International Standard Serial Number: ISBN-07717-04631
Available from: McLennan Library, McGill University, 3459 McTavish Street, Montreal, Quebec H3A 1Y1 Canada.
Price: EDRS Price - MF01/PC01 Plus Postage.
Document Type: Bibliography (131)
Descriptors: Annotated Bibliographies; Area Studies; Diplomatic History; *Foreign Countries; *Foreign Policy; Global Approach; Higher Education; International Cooperation; International Education; International Law; International Programs; *International Relations; *International Studies; *Political Science; *World Affairs
Abstract: This annotated bibliography introduces students to the reference resources of political science, including international relations, and suggests bibliographic tools to facilitate literature searches. The list is limited to general reference works. The bibliography is divided into the following categories: (1) Guides to the Literature; (2) Encyclopedias (Social Sciences, Political Sciences, and Specialized); (3) Dictionaries (Political Science and Biographical); (4) Handbooks; (5) Yearbooks; (6) Directories (General and Biographical); (7) Current Awareness Services (General and Area Studies); (8) Indexes and Abstracts (General Social Sciences, Political Sciences, and Area Studies); and (9) Bibliographies (Retrospective and Special Topics). (EH)

Title: Resources on Civic Education for Democracy: International Perspectives. Yearbook No. 1.
Author: Patrick, John J., Ed.; Pinhey, Laura A., Ed.
Accession Number: ED401222
Corporate Sponsor: Adjunct ERIC Clearinghouse for International Civic Education, Bloomington, IN.; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Sponsoring Agency: Center for Civic Education, Calabasas, CA.; Office of Educational Research and Improvement, Washington, DC.
Publication Year: 1996
Note: 154 p.
Available From: Adjunct ERIC Clearinghouse for International Civic Education, Indiana University, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408-2698; phone: (800) 266-3815; fax: (812) 855-0455.
Price: EDRS Price - MF01/PC07 Plus Postage.
Document Type: Bibliography (131); Non-Classroom Material (055); ERIC Product (071)
Descriptors: Annotated Bibliographies; *Citizenship; *Citizenship Education; *Civics; *Democracy; Democratic Values; Elementary Secondary Education; Foreign Countries; Global Approach; Higher Education; Law Related Education; Social Studies; World Affairs
Identifiers: CIVITAS; ERIC; ERIC Digests
Abstract: This resource guide is intended to facilitate cooperation and exchange of knowledge among civic

educators around the world. Divided into four parts, part 1 is a civic education paper, "Principles of Democracy for the Education of Citizens" (John J. Patrick), that discusses facets of the idea of democracy and their relationships to civic education. Part 2 is "An Annotated Bibliography on Civic Education from the ERIC Database" with items selected from 1990 until July 1996 that reflect various projects in the United States and other parts of the world; diverse pedagogical practices; and different levels of education from the primary levels to secondary levels to post-secondary levels. Part 3 includes 15 ERIC Digests on topics in civic education that have been published from 1988-1996. Part 4 is "An International Directory of Civic Education Leaders and Programs" that includes names, addresses, and telephone numbers of prominent persons, projects, and organizations involved in civic education from many countries and various regions around the world. The Appendix contains: (1) the CIVITAS brochure; (2) a sample ERIC document resume; (3) a sample ERIC journal article resume; (4) a call for ERIC documents on civic education; (5) an announcement for the ERIC Clearinghouse for Social Studies/Social Science Education book, "Building Civic Education for Democracy in Poland" (Richard C. Remy; Jacek Strzemieczny); and (6) "Civic Education on the Internet: An Introduction to CIVNET." (JEH)

See also "Guides" and "Information Analyses."

GUIDES

Teaching Guides

(For classroom use.)

Title: Becoming an Active Citizen. User Guide for Grades K-6. My America: Building a Democracy Series.

Author: Fier, Harriet, Ed.; And Others

Accession Number: ED404266

Publication Year: 1994

Note: 9p.; "My America" is a 12-unit multimedia series with each unit consisting of a 15-20 minute videotape, resource directory diskette, and brief 8-page user guide. Only the printed user guides are included here; see SO 026 804-810 and SO 026 536-540.

Available From: New Castle Communications, 229 King Street, Chappaqua, NY 10514; available in English and Spanish.

Price: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: Teaching Guide (052)

Descriptors: Active Learning; American Studies; Citizen Participation; *Citizen Role; *Citizenship; *Civics; Critical Thinking; *Democracy; Elementary Education; *Law Related Education; *Social Studies; Voting

Abstract: This user guide is part of a multimedia unit using an interdisciplinary approach with hands-on learning to motivate children to participate actively in their schools and local communities, and to experience the democratic process. This unit focuses on the concept that democracy works best when everyone participates. Unit parts include: (1) video preview; (2) suggestions for using the unit; (3) getting ready to view the video; (4) video modeling lesson; (5) follow-up activities for primary, intermediate, and upper grade children; and (6) a bibliography for children and teachers. (EH)

Title: Caught between Two Worlds: Mexico at the Crossroads. Choices for the 21st Century.

Corporate Sponsor: Brown Univ., Providence, RI. Thomas J. Watson Jr. Institute for International Studies.

Accession Number: ED number will be assigned.

Publication Year: Sep 1996

Document Type: Guides - Classroom - Learner (051)

Note: For related document, see SO 027 372.

Available From: Choices Education Project, Watson Institute for International Studies, Box 1948, Brown University, Providence, RI 02912 ($12.00).

Descriptors: *Mexicans; Latin Americans; *Latin American History; Latin American Culture; *World History; World Affairs; *Current Events; Developing Nations; Cross Cultural Studies; Global Approach; Political Science; *Foreign Policy; Instructional Materials; High Schools; High School Students; Social Studies; Foreign Countries

Identifiers: *Mexico

Abstract: This student's resource book contains sources that bring Mexico's evolving national identity into sharper focus for U.S. high school students through utilization of a Mexican perspective. Students see the world through Mexican eyes and contemplate current Mexican choices in the areas of economic development, political reform, and foreign relations. At the core of the unit are three distinct directions, or futures, for Mexico in the coming years. Each future is grounded in a clearly defined philosophy about Mexico's place in the world and offers broad guidelines on fundamental Mexican public policy issues. By exploring a spectrum of alternatives, students gain a deeper understanding of the values and assumptions competing for the allegiance of the Mexican people. The background reading prepares students to assess Mexico's policy choices. Part 1 introduces students to the conflict and drama of Mexican history through a historical survey extending from the pre-Columbian period to the financial crisis of 1982. Part 2 analyzes the ramifications of the economic reforms Mexico has undertaken since 1982. Part 3 explores the most pressing public policy challenges facing Mexico today. A student "Focusing Your Thoughts" section and nine suggested student readings also are included. (CB)

Title: Caught between Two Worlds: Mexico at the Crossroads, Teacher's Resource Book. Choices for the 21st Century.

Corporate Sponsor: Brown Univ., Providence, RI. Thomas J. Watson Jr. Institute for International Studies.

Accession Number: ED number will be assigned.

Publication Year: Sep 1996

Document Type: Guides - Classroom - Teacher (052)

Note: For related document, see SO 027 371.

Available From: Choices Education Project, Watson Institute for International Studies, Box 1948, Brown University, Providence, RI 02912 ($14.00).

Descriptors: *Mexicans; Latin Americans; *Latin American History; Latin American Culture; *World History; World Affairs; *Current Events; Cross Cultural Studies; Global Approach; Political Science; *Foreign Policy; Teaching Methods; Educational Objectives; High Schools; Social Studies

Identifiers: *Mexico

Abstract: This teacher's resource book contains five day-by-day lesson plans (including student activities) to accompany the student's book. The lessons bring Mex-

tco's evolving national identity into sharper focus for U.S. high school students through utilization of a Mexican perspective. Students are asked to see the world through Mexican eyes and to contemplate current Mexican choices in the areas of economic development, political reform, and foreign relations. At the core of the unit are three distinct directions, or futures, for Mexico in the coming years. Each future is grounded in a clearly defined philosophy about Mexico's place in the world and offers broad guidelines on fundamental Mexican public policy issues. By exploring a spectrum of alternatives, students gain a deeper understanding of the values and assumptions competing for the allegiance of the Mexican people. The background reading prepares students to assess Mexico's policy choices. Part 1 introduces students to the conflict and drama of Mexican history through a historical survey extending from the pre-Columbian period to the financial crisis of 1982. Part 2 analyzes the ramifications of the economic reforms Mexico has undergone since 1982. Part 3 explores the most pressing public policy challenges facing Mexico today. This Choices unit contains student readings, a framework of policy options, suggested lesson plans, and resources for structuring cooperative learning, role-plays, and simulations. (CB)

Title: Citizen Stories: Democracy and Responsibility in American Life. Guide for the Instructor.
Author: Caywood,-Stephanie; And-Others
Accession Number: ED395884
Corporate Sponsor: Close Up Foundation, Arlington, VA.
Publication Year: 1991
Available From: Close Up Publishing, 44 Canal Center Plaza, Alexandria, VA 22314 (32-minute videotape and this Guide: $39.95).
Note: 26 p.; A joint production with the Smithsonian Institution. Videotape not available from ERIC.
Price: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Document Type: Guides - Classroom - Teacher (052)
Descriptors: Citizenship-; Civics-; Community-Involvement; Democratic-Values; Elementary-Secondary-Education; Instructional-Materials; Law-Related-Education; Learning-Activities; Social-Change; Social-Studies; Social-Values; Teaching-Methods; Thinking-Skills; *Citizen-Participation; *Citizen-Role; *Citizenship-Education; *Citizenship-Responsibility; *Community-Change; *Social-Problems
Identifiers: Close-Up-Program
Abstract: The teaching guide and the videotape it complements are designed to help students define and discuss civic responsibilities. The thirty-two minute videotape takes a case-study approach toward understanding civic responsibility. The video identifies some of the attitudes and feelings people have towards problems in American society and then gives examples of ways to address concerns in the community. It shows five positive examples of people participating in American democracy. Each of the five stories shows how one individual identified a problem in his or her community, decided to address the problem, and by using his or her own resources, successfully made an impact on the community and even the country. The teacher's guide is composed of four activities, each of which emphasizes a different aspect of civic responsibility. The activities are: (1) "What is Civic Responsibility?" (2) "Social Movements in the United States"; (3) "Citizen Stories"; and (4) "Community Service." The activities involve either class discussions or small-group work. Student handouts are provided. The active learning approach encourages students to go beyond recognition or knowledge of facts to begin analyzing, synthesizing, and evaluating the issues and concepts being studied. (LH)

Title: Citizenship.
Author: Jenkins,-Keith
Accession Number: ED398113
Publication Year: 1995
Available From: Educational Activities, Inc., P.O. Box 392, Freeport, NY 11520 (Stock number DK-20512 (hard drive version) or DK-20513 (floppy drive version): $349, for PCs only).
Note: 21 p.
Price: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Document Type: Guides - Classroom - Teacher (052); Guides - Classroom - Learner (051); Computer Programs (101)
Descriptors: Civics-; Computer-Assisted-Instruction; Higher-Education; Secondary-Education; Social-Studies; *Citizenship-; *Citizenship-Education; *Law-Related-Education; *United-States-Government-Course
Identifiers: Historical-Materials
Abstract: This document consists of the documentation and question sheets that accompany an educational computer program available on diskette. This product is an oral review of all the questions asked on the Immigration and Naturalization Service oral test for U.S. citizenship. Student answers are recorded by the computer. The teacher reviews answers simply by listening to the recorded student answers. The program has two parts, practice and quizzes. In practice, students see a picture, a written question, and hear the question. The student answers the question using a microphone and the computer records it. Students can re-enter their voice recordings if they want to change them. After the student voice is recorded, the computer

goes to the answer frame and gives the correct answer in text and audio. For further reinforcement, the student can record the correct answer after hearing it. The questions in the quiz section are identical to the practice section but use sound only. No text or pictures appear. Students should use the practice section to learn and build confidence, and use the quiz section when they want an experience that is very similar to the actual oral exam required of all persons who wish to become U.S. citizens. (JAG)

Title: Democratization of Eastern Europe: Hungary and Poland in Transition.

Author: Hallamore,-Nancy-A.

Accession Number: ED393738

Corporate Sponsor: Center for International Education (ED), Washington, DC.

Publication Year: 1995

Note: 28 p.; Paper presented at the Annual Meeting of the California Council for the Social Studies (March 1995).

Price: EDRS Price - MF01/PC02 Plus Postage.

Document Type: Guides - Classroom - Teacher (052)

Descriptors: Area-Studies; Capitalism-; Communism-; Current-Events; Democracy-; Foreign-Countries; High-Schools; Social-Studies; *Citizenship-Education; *Global-Education

Identifiers: Cold-War; Europe-East; *Hungary-; *Poland-

Abstract: Since the end of the Cold War, those teaching about developing democracies in Central and Eastern Europe have taken on new responsibilities: dispelling cultural attitudes formed and taught during the Cold War, helping students to understand the concept of democracy, and analyzing the effects of these events on the world. This high school lesson plan begins by briefly describing the changes in Eastern and Central Europe during 1989 that led to the collapse of communism there. Students analyze the transition of Hungary and Poland to democracies by examining case studies of each country, answering series of questions about specific areas, and then presenting a plan for restructuring the countries. The lesson encourages students to become aware of the changes in Central and Eastern Europe, improve their communication skills, and develop cooperation, teamwork, and decision-making abilities. A fact sheet for each country details demographics, cultural attitudes and beliefs. The fact sheets also list each country's problems in the following areas: education, employment, housing, commerce, pollution, economic goals, political structure, foreign policy, and cultural clashes (alcoholism, drugs, minority rights/ethnic groups, xenophobia). A "Lesson Debrief" helps students summarize what they have learned. Before beginning this lesson, students should know about the Cold War and the Soviet bloc and understand democracy, communism, and free markets. The document includes a 17-item annotated resource list, a 1994 map of Central and Eastern Europe, and maps of Hungary and Poland. (LAP)

Title: Educating for Human Dignity: Learning about Rights and Responsibilities. Pennsylvania Studies in Human Rights.

Author: Reardon, Betty A.

Accession Number: ED401187

Publication Year: 1995

Note: 238p.

International Standard Serial Number: ISBN- 0-8122-3306-9

Available from: University of Pennsylvania Press, P.O. Box 4836, Hampden Station, Baltimore, MD 21211; 410-516-6948, 800-445-9880 (cloth: ISBN-0-8122-3306-9, $48.95, paper: ISBN-0-8122-1524-9, $24.95). Document Not Available from EDRS.

Document Type: Book (010); Teaching Guide (052)

Descriptors: *Childrens Rights; Child Responsibility; *Civil Liberties; Elementary Secondary Education; *Global Education; *Human Dignity; *Justice; Living Standards; Responsibility; *Social Discrimination; Social Studies; Values

Abstract: This book is written for both teachers and teacher educators to use in addressing issues of human rights. The conceptual development approach used throughout the book makes it suitable for a full human rights curriculum; the grade-level discussions and sample lesson plans also can be used in individual classes or to enrich ongoing programs. The book is divided into seven chapters and subdivided by grade level examples. Chapters include: (1) "Introduction: Purposes and Approaches"; (2) "A Developmental Sequence for Presentation of the Core Concepts"; (3) "The Early Grades: Laying the Foundation for an Appreciation of Human Dignity—Kindergarten to Grade Three"; (4) "The Middle Grades: Introducing Standards and Principles—Grades Four to Six"; (5) "Junior High School: Reflecting and Valuing—Grades Seven to Nine"; (6) "Senior High School: Confronting the Problems, Taking Responsibility—Grades Ten to Twelve"; and (7) "Resources for Human Rights Education." Flexibility is built in to adjust the curriculum for schools with other grade divisions. A useful feature of this book is the Appendix, which makes critical human rights documents available to the classroom teacher, including the "Universal Declaration of Human Rights," the "Convention of the Elimination of All Forms of Discrimination Against Women," and the "Convention on the Rights of the Child." This book is an essential tool for implementation of the goals set by the United Nations and the People's Decade for Human Rights Education. (EH)

Title: How Our Laws Are Made. User Guide for Grades K-6. My America: Building a Democracy Series.

Author: Fier, Harriet, Ed.; And Others

Accession Number: ED404264

Publication Year: 1994

Note: 9p.; "My America" is a 12-unit multimedia series with each unit consisting of a 15-20 minute videotape, resource directory diskette, and brief 8-page user guide. Only the printed user guides are included here; see SO 026 804-810 and SO 026 536-540.

Available From: New Castle Communications, 229 King Street, Chappaqua, NY 10514; available in English and Spanish.

Price: EDRS Price - MF01 Plus Postage. PC Not Available from Accession Number: EDRS.

Document Type: Teaching Guide (052)

Descriptors: Active Learning; American Studies; *Citizenship; *Civics; *Community; Cooperation; Critical Thinking; *Democracy; Elementary Education; *Law Related Education; *Social Studies; Voting

Abstract: This user guide is part of a multimedia unit using an interdisciplinary approach with hands-on learning to motivate children to participate actively in their schools and local communities, and to experience the democratic process. This unit focuses on the concept of laws helping people to live together and how people help make the laws. Unit parts include: (1) video preview; (2) suggestions for using the unit; (3) getting ready to view the video; (4) video modeling lesson; (5) follow-up activities for primary, intermediate, and upper grade children; and (6) a bibliography for children and teachers. (EH)

Title: Human Rights—The Answer to Peace? Teaching Strategy.

Author: Williams, Mary Louise

Accession Number: EJ536783

Journal: Update on Law-Related Education; v21 n1 p9-11 Win 1997

International Standard Serial Number: ISSN-0147-8648

Document Type: Teaching Guide (052); Journal Article (080)

Descriptors: Civics; Civil Liberties; *Civil Rights; Current Events; Discussion (Teaching Technique); Foreign Policy; Global Education; *Human Dignity; Humanization; Individual Needs; International Cooperation; *International Law; *International Relations; Law Related Education; National Security; *Peace; Secondary Education; Social Action; Social Responsibility; Social Studies; Student Participation; Treaties; *World Affairs

Identifiers: *Human Rights

Abstract: Presents a lesson plan teaching students to analyze and evaluate the effectiveness and importance of human rights to world peace. Instructional handouts form the basis for student discussion on the history, need, and future of human rights. Debriefing serves as a check to determine whether students understand the material. (MJP)

Title: Human Rights for Children: A Curriculum for Teaching Human Rights to Children Ages 3-12.

Author: Hatch,-Virginia; And-Others

Accession Number: ED395869

Corporate Sponsor: Amnesty International, Tacoma, WA. Human Rights for Children Committee.

Sponsoring Agency: Amnesty International USA, New York, NY.

Publication Year: 1992

Available From: Hunter House, Inc., P.O. Box 2914, Alameda, CA 94501-0451.

Note: 160 p.

Price: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: Guides - Classroom - Teacher (052)

Descriptors: Child-Abuse; Child-Welfare; Citizenship-Education; Cross-Cultural-Studies; Cultural-Pluralism; Curriculum-Development; Elementary-Education; Global-Approach; Instructional-Materials; International-Law; Justice-; Juvenile-Justice; Law-Related-Education; Multicultural-Education; Preschool-Education; Self-Esteem; Social-Values; Violence-; *Child-Advocacy; *Childrens-Rights; *Civil-Liberties; *Social-Studies

Identifiers: Amnesty-International; Declaration-of-the-Rights-of-the-Child; *Tolerance-; *United-Nations-Convention-on-Rights-of-the-Child

Abstract: Created to heighten teachers' awareness of human rights issues, particularly those related to children's rights, this guide offers children knowledge and skills in developing both self-worth and empathy for others. These feelings, the curriculum argues, are the foundation children need if they are to understand their rights as children and the basic rights of all human beings. The Ten Principles from The Declaration of the Rights of the Child, proclaimed by the United Nations in 1959, provide the nucleus for the manual. The Ten Principles express many familiar concepts, including self-esteem, multiculturalism, and child abuse. Considering these issues in the context of a comprehensive statement of children's rights adds weight and focus to them. The manual contains curricular activities and booklists to help teachers further children's understanding of their rights. The activities are divided into three age groups. "The Young Child" is for children ages 3-5. "The Primary Child" is for children ages 6-8. "The Upper Elementary Child" is for children ages 9-12. (LH)

Title: Japan's Democracy: How Much Change? Headline Series No. 305.
Author: Krauss, Ellis S.
Accession Number: ED number will be assigned.
Corporate Sponsor: Foreign Policy Association, New York, N.Y.
Publication Year: 1995
International Standard Serial Number: ISBN-0-87124-163-3; ISSN-0017-8780
Document Type: Guides - Classroom - Teacher (052)
Available From: Foreign Policy Association, c/o CUP Services, P.O. Box 6525, Ithaca, NY 14851 ($5.95).
Descriptors: *Democracy; Democratic Values; Politics; Social Change; *Asian History; Foreign Countries; Social Studies; Secondary Education; Area Studies
Identifiers: *Japan
Abstract: In the late 1980s, Japan underwent great changes in its political system. For several years, there was instability and constant change in Japanese politics. There are many good reasons to try to understand Japanese democracy, among them is to better understand the nature of democracy itself. This analysis of Japan's democracy focuses on changes in the postwar period and explores how the most recent changes are rooted in earlier transitions. It also considers the potential future effects of those changes. After a brief introduction, four chapters follow Japan's democracy from the revolutionary changes of the American Occupation (1945-52) to the evolution that began with the Occupation and continued through the 1980s, to the upheavals of 1993-94, and finally, to the present and future of Japan's democracy. A final section presents suggested discussion questions for students and discussion groups along with a 19-item annotated bibliography. (LAP)

Title: A More Perfect Union: Shaping American Government. Choices for the 21st Century Project.
Author: Bakker, Don
Accession Number: ED number will be assigned.
Corporate Sponsor: Brown Univ., Providence, RI. Thomas J. Watson Jr. Inst. for International Studies.
Publication Year: Aug 1996
Document Type: Guides - Classroom - Learner (051)
Note: For related document, see SO 027 370.
Available From: Choices Education Project, Watson Institute for International Studies, Box 1948, Brown University, Providence, RI 02912 ($14.00).
Descriptors: *Civics; *United States Government (Course); History Instruction; *United States History; Colonial History (United States); Revolutionary War (United States); Constitutional History; Political Science; Politics; Citizenship Education; Citizen Role; Citizenship; Foreign Policy; Public Policy; Instructional Materials; Beliefs; Values; Democratic Values; Values Clarification; Concept Formation; Debate; Primary Sources; High Schools; High School Students; Social Studies
Abstract: This student's resource book contains primary sources that focus on the values, beliefs, and interests that influenced the political development of the United States as a nation. Students revisit the events and controversies of 1763-88 through primary source documents and reconstructed debates to gain a deeper understanding of the political climate of the era and the values that contributed to the nation's political foundation. In exploring the parallels between the debates of 1776 and 1788 and the country's current political discourse, students gain an insight into the issues that define the current age. A "Chronology of America's Foundation: 1754-1791" and suggested readings also are included. (CB)

Title: A More Perfect Union: Shaping American Government. Choices for the 21st Century. Teacher's Resource Book.
Author: Bakker, Don
Accession Number: ED number will be assigned.
Corporate Sponsor: Brown Univ., Providence, RI. Thomas J. Watson Jr. Inst. for International Studies.
Publication Year: Aug 1996
Document Type: Guides - Classroom - Teacher (052)
Note: For related document, see SO 027 369.
Available From: Choices Education Project, Watson Institute for International Studies, Box 1948, Brown University, Providence, RI 02912 ($14.00).
Descriptors: *Civics; *United States Government (Course); History Instruction; *United States History; Colonial History (United States); Revolutionary War (United States); Constitutional History; Political Science; Politics; Citizenship Education; Citizen Role; Citizenship; Foreign Policy; Public Policy; Teaching Methods; Educational Objectives; Beliefs; Values; Democratic Values; Values Clarification; Concept Formation; Debate; Primary Sources; High Schools; Social Studies
Abstract: This teacher's resource book contains 10 day-by-day lesson plans (including student activities) to accompany the student's book, "A More Perfect Union: Shaping American Government." Rather than dwell on the structure of the Constitution, this unit focuses on the values, beliefs, and interests that influenced the political development of the United States as a nation. Students revisit the events and controversies of 1763-88 through primary source documents and reconstructed debates to gain a deeper understanding of the political climate of the era and the values that contributed to the political foundation of the United States. In exploring the parallels between the debates of 1776 and 1788

and the country's current political discourse, students gain an insight into many of the issues that define the current age. The curriculum stresses interactive, group-oriented learning and student-centered instruction. Skills emphasized and reinforced in the lessons include: interpreting and utilizing primary source documents; distinguishing facts from opinions and assumptions; working cooperatively in a group setting; constructing logical, persuasive arguments; integrating several sources of information into coherent oral and written presentations; analyzing historical context; interpreting statistical data; evaluating alternative positions; and clarifying the connections between past controversies and present issues. This Choices unit contains student readings; a framework of policy options; suggested lesson plans; and resources for structuring cooperative learning, role-plays, and simulations. (CB)

Title: Moral, Social, and Civic Issues in the Classroom. Children's Literature.
Author: Mitchell-Powell,-Brenda, Ed.
Accession Number: EJ528542
Publication Year: 1996
Journal: Social-Studies-and-the-Young-Learner; v8 n4 p21-22 Mar-Apr 1996
International Standard Serial Number: ISSN-1056-0300
Available From: UMI
Document Type: Information Analyses - General (070); Guides - Classroom - Teacher (052); Journal Articles (080)
Descriptors: Bibliographies-; Elementary-Education; Moral-Development; Public-Affairs-Education; Reading-Material-Selection; Social-Attitudes; Social-Development; Social-Responsibility; Supplementary-Reading-Materials; *Childrens-Literature; *Citizenship-Education; *Civics-; *Moral-Issues; *Social-Problems; *Social-Studies
Abstract: Critiques a set of children's books that focus on moral, social, and civic issues. All of the titles offer concrete examples of critical thinking and steer clear of agenda-based politics. Includes nonfiction, anthologies, and curriculum guides. (MJP)
See also "Information Analyses."

Title: Moral, Social, and Civic Issues. Teacher's Resources.
Author: Porter,-Priscilla-H., Ed.
Accession Number: EJ528543
Publication Year: 1996
Journal: Social-Studies-and-the-Young-Learner; v8 n4 p23-25 Mar-Apr 1996
International Standard Serial Number: ISSN-1056-0300
Available From: UMI
Document Type: Information Analyses - General (070); Guides - Classroom - Teacher (052); Journal Articles (080)
Descriptors: Bibliographies-; Childrens-Literature; Citizenship-Education; Curriculum-Guides; Elementary-Education; Instructional-Materials; Moral-Development; Public-Affairs-Education; Social-Attitudes; Social-Development; Social-Responsibility; Supplementary-Reading-Materials; *Civics-; *Educational-Resources; *Moral-Issues; *Reading-Material-Selection; *Social-Problems; *Social-Studies
Identifiers: *Schmidt-F
Abstract: Briefly reviews a set of reference books and curriculum guides that lead teachers to resources for teaching moral, social, and civic lessons. Includes reviews of "Literature-Based Moral Education" and "Teaching Conflict Resolution through Children's Literature." (MJP)
See also "Information Analyses."

Title: Political Literacy and Civic Education Curriculum. An Integrated Approach.
Author: Thompson,-J.-D.-Ekundayo
Accession Number: ED395139
Corporate Sponsor: Kroo Bay Community Education and Development Network, Freetown (Sierra Leone).
Publication Year: 1996
Note: 27 p.
Price: EDRS Price - MF01/PC02 Plus Postage.
Document Type: Guides - Classroom - Teacher (052)
Descriptors: Adult-Basic-Education; Course-Content; Developing-Nations; Educational-Needs; Foreign-Countries; Government-Role; State-Curriculum-Guides; *Adult-Literacy; *Citizenship-Education; *Curriculum-Development; *Literacy-Education
Identifiers: *Political-Literacy; *Sierra-Leone
Abstract: The Political Literacy and Civic Education (PLACE) project in Kroo Bay, Freetown, Sierra Leone, was developed to enable people, through functional literacy and civic education, to participate in the processes of good governance by exercising their rights, duties, and obligations in an informed and responsible manner. The project suggests a curriculum based on knowledge, skills, and attitudes to be acquired, in the context of the need for political development and in the face of previous poor economic development policies. A framework for developing a political literacy and civic education curriculum is suggested, with the concepts to be taught related to instructional and possible lesson topics in an integrated approach. A model for facilitating curriculum is provided. It focuses on the learner and advocates an integrated approach to instruction. A list of eight suggestions for further reading also is included. (KC)

Title: The Universal Rights of the Child. Key Concepts for Instruction with Young Learners.
Author: Bennett,-Linda-Baird
Accession Number: EJ528539
Publication Year: 1996
Journal: Social-Studies-and-the-Young-Learner; v8 n4 p1-4,8 Mar-Apr 1996
International Standard Serial Number: ISSN-1056-0300
Available From: UMI
Document Type: Guides - Classroom - Teacher (052); Journal Articles (080)
Descriptors: Agenda-Setting; Childhood-Needs; Childrens-Rights; Civil-Liberties; Disability-Discrimination; Due-Process; Elementary-Education; Equal-Protection; Instructional-Materials; Learning-Activities; Units-of-Study; *Child-Advocacy; *Child-Welfare; *Civil-Rights; *Social-Studies
Identifiers: *United-Nations
Abstract: Identifies key concepts and principles from the United Nations Declaration of the Rights of the Child. Presents learning activities and resource materials for each of these key principles. Includes a list of organizational resources and a calendar of related dates. (MJP)

Title: We the People... Project Citizen: A Civic Education Project for Grades 6 through 9.
Author: Quigley, Charles N., Ed.; And Others
Accession Number: ED number will be assigned.
Corporate Sponsor: Center for Civic Education, Calabasas, CA.; National Conference of State Legislatures, Denver, CO.
Publication Year: 1996
International Standard Serial Number: ISBN-0-89818-156-9
Document Type: Guides - Non-classroom (055); Guides - Classroom - Learner (051)
Available From: Center for Civic Education, 5146 Douglas Fir Road, Calabasas, CA 91302-1467.
Descriptors: *Civics; *United States Government (Course); *Citizenship Education; Citizenship; Citizenship Responsibility; Citizen Role; Citizen Participation; Public Policy; *Problem Solving; *Critical Thinking; Thinking Skills; Decision Making; Development; Community Problems; Instructional Materials; Programmed Instructional Materials; Workbooks; Elementary Secondary Education; Middle Schools; Junior High Schools
Identifiers: *Portfolios
Abstract: The goal of this civic education program, written for six through ninth grade students in the form of an instructional guide/student workbook, is to help students develop citizenship skills important for intelligent and effective participation in a self-governing society. Specific educational objectives include helping students learn: (1) how to express their opinions; (2) how to decide which level of government and which agency is most appropriate for dealing with the community problems they identify; and (3) how to influence policy decisions at that level of government. The guide provides students with step-by-step instructions for identifying and studying a public policy problem and for developing a class portfolio, a cumulative organized collection of information (statements, charts, graphs, photographs, and original art work) that makes up the class plan related to the public policy issue studied. This student instructional guide is organized into the following sections: "Step I: Identifying Public Policy Problems in Your Community"; "Step II: Selecting a Problem for Class Study"; "Step III: Gathering Information on the Problem Your Class Will Study"; "Step IV: Developing a Class Portfolio"; "Step V: Presenting Your Portfolio"; and "Step VI: Reflecting on Your Learning Experience." Additional resources provided include a glossary of 50 relevant civics terms and nine appendices consisting of sample lists of libraries, newspapers, professors/scholars, lawyers/judges/bar associations, businesses, community and interest groups as well as city, state, and U.S. government offices, all community resources that students can research locally with the appropriate reference materials (telephone books/directories, business directories, and lists of public service organizations) available at most public libraries. Illustrations also are included. (CB)
See also "Non-Classroom Guides."

Title: What is a Democracy? User Guide for Grades K-6. My America: Building a Democracy Series.
Author: Fier, Harriet, Ed.; And Others
Accession Number: ED404263
Publication Year: 1994
Note: 9p.; "My America" is a 12-unit multimedia series with each unit consisting of a 15-20 minute videotape, resource directory diskette, and brief 8-page user guide. Only the printed user guides are included here; see SO 026 804-810 and SO 026 536-540.
Available From: New Castle Communications, 229 King Street, Chappaqua, NY 10514; available in English and Spanish.
Price: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Document Type: Teaching Guide (052)
Descriptors: Active Learning; *American Studies; *Citizenship; *Civics; *Community; Cooperation; Critical Thinking; *Democracy; Elementary Education; Multicultural Education; *Social Studies; Voting
Abstract: This user guide is part of a multimedia unit using an interdisciplinary approach with hands-on learning to motivate children to participate actively in

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their schools and local communities, and to experience the democratic process. This unit focuses on the concept of individual participation in the government. Unit parts include: (1) video preview; (2) suggestions for using the unit; (3) getting ready to view the video; (4) video modeling lesson; (5) follow-up activities for primary, intermediate, and upper grade children; and (6) a bibliography for children and teachers. (EH)

GUIDES

Non-Classroom Guides

(For use in non-classroom situations; for administrative and support staff, teachers, parents, clergy, researchers, counselors, and others.)

Title: Aristotle, Camus, and Teaching and Learning about Citizenship.
Author: Spurgeon,-Chris
Accession Number: EJ522240
Publication Year: 1995
Journal: Westminster-Studies-in-Education; v18 p15-26 1995
International Standard Serial Number: ISSN-0140-6728
Available From: UMI
Document Type: Reports - Descriptive (141); Guides - Non-classroom (055); Journal Articles (080)
Descriptors: Civics-; Creative-Teaching; Curriculum-Enrichment; Ethical-Instruction; Moral-Issues; Public-Affairs-Education; Secondary-Education; Social-Responsibility; Student-Reaction; Thematic-Approach; *Citizenship-Education; *Citizenship-Responsibility; *Democratic-Values; *Existentialism-; *Interdisciplinary-Approach; *Values-Education
Identifiers: Aristotle-; The-Stranger; *Camus-Albert
Abstract: Describes a high school citizenship class unit that contrasted Aristotle's concept of a public citizen with the actions of Meursault in Albert Camus's "The Stranger." Through writing assignments and class activities, the students connected their own ideas of citizenship, freedom, and conformity with Aristotelian and existentialist concepts. (MJP)
See also "Project Descriptions and Reports."

Title: Brave New Schools. Challenging Cultural Illiteracy through Global Learning Networks.
Author: Cummins, Jim; Sayers, Dennis
Accession Number: ED number will be assigned.
Publication Year: 1995
International Standard Serial Number: ISBN-0-312-12669-7 (alk. paper)
Note: 374 p.
Document Type: Guides - Non-classroom (055)
Available From: St. Martin's Press, 175 Fifth Avenue, New York, NY 10010 ($23.95).
Descriptors: *Internet; Information Networks; Computer Mediated Communication; *Computer Uses in Education; Educational Innovation; *Educational Technology; *Distance Education; Global Education; *Global Approach; Multicultural Education; Cross Cultural Education; Cultural Differences; Cultural Awareness; Cultural Literacy; Foreign Culture; *International Education Exchange
Abstract: This guide for parents and teachers outlines how students, parents, and teachers globally connected by the Internet can communicate across geographical and cultural barriers. Section I, "Global Networks, Global Communications", includes six chapters: (1) "Introduction"; (2) "From the Inner City to the Global Village: The Emergence of Electronic Communities of Learning"; (3)"Beyond Functional Literacy: The Dilemmas of Education Reform"; (4) "Blueprints from the Past: The Intercultural Learning Networks of Celestin Freinet and Mario Lodi"; (5) "Instructional Landscapes: Putting Collaborative Critical Inquiry on the Map"; and (6) "Superhighway to Where?". Section II, "A Guide to the Internet for Parents and Teachers," is further divided into two sections: (1) "Internet Basics" explains how to connect to the Internet, choose a telecommunications service provider, Internet communication tools, downloading and uploading, electronic mail, search the Internet, and features an 11-item bibliography of Internet reference sources; (2) "Internet Resources for K-12 Education: Selected Annotated Listings" describes listservs, electronic newsletters and journals, USENET Newsgroups, gophers, World Wide Web sites, telnet sites, anonymous file transfer protocol (FTP) sites, and ERIC Clearinghouses and resources pertinent to the following areas: Partner-Class Clearinghouses and Project-Oriented Activities; Multidisciplinary K-12 Internet Resources; Parent Involvement; Multicultural Education; Bilingualism and Second-Language Acquisition; Resources for Students with Special Learning Needs; Arts in Education; Language Arts; Social Studies; and Mathematics and Science. A 227-item bibliography concludes the text. (LAP)

Title: Building a Foundation for Citizenship. Ideas for Developing Programs that Prepare Students for Life.
Corporate Sponsor: North Carolina State Dept. of Public Instruction, Raleigh. Instructional Div.
Accession Number: ED394866
Publication Year: 1995
Note: 183 p.
Price: EDRS Price - MF01/PC08 Plus Postage.
Document Type: Guides - Non-classroom (055)
Descriptors: Elementary-Secondary-Education; Ethics-; Instructional-Materials; Law-Related-Education; Social-Studies; State-Curriculum-Guides; Teaching-Methods; Values-Education; *Citizenship-Education; *Ethical-Instruction
Identifiers: *North-Carolina
Abstract: Asserting that children should be educated to thoughts and visions that extend beyond self-interest to

the broader public good, this North Carolina handbook provides guidelines and curricular approaches for implementing successful citizenship and character education programs. The philosophical underpinning of the recommendations is that these programs must encourage the development of a strong partnership involving school, home, and community. The handbook provides curricular connections between citizenship education and English language arts, guidance, healthful living, mathematics, science, social studies, and vocational education. These curricular connections illustrate the opportunities that are available for educators to integrate concepts such as respect for others, respect for law, and attributes of character into a variety of disciplines. The guidebook also contains a directory of organizations that provide citizenship and character education material and a select bibliography of books and articles useful for integrating ethics instruction into curricular areas. (LH)

Title: The Choice to Care: How Teachers Can Encourage Students to Become More Active and Committed Citizens.
Author: Loeb,-Paul
Accession Number: EJ533588
Publication Year: 1995
Journal: Teaching-Tolerance; v4 n1 p38-43 Spr 1995
International Standard Serial Number: ISSN-1066-2847
Document Type: Guides - Non-classroom (055); Opinion Papers (120); Journal Articles (080)
Descriptors: Elementary-Secondary-Education; Moral-Values; Student-Attitudes; Teacher-Role; *Activism-; *Citizenship-Education; *Controversial-Issues-Course-Content; *Moral-Development; *Teaching-Methods; *Values-Education
Identifiers: *Caring-
Abstract: Although teachers often hesitate to raise controversial issues with students, they are in a powerful position to encourage students to get involved and ask questions. At its best, committed teaching redeems education as a moral force. Educators can give students a sense that they should work to improve the world. (SLD)

Title: NetActivism: How Citizens Use the Internet. First Edition.
Author: Schwartz, Edward
Accession Number: ED403207
Publication Year: 1996
Note: 212p.; A CD-ROM containing Global Network Navigator, Version 1.2 for Windows, is included with the book.
International Standard Serial Number: ISBN-1-56592-160-7
Available From: Songline Studios, Inc., 101 Morris Street, Sebastopol, CA 95472 ($24.95). Document Not Available from EDRS.
Document Type: Non-Classroom Material (055); Project Description (141)
Descriptors: *Activism; *Citizen Participation; Citizenship; *Community Action; Computer Mediated Communication; Computer Networks; Computers; *Democratic Values; Electronic Mail; Information Networks; *Internet; Lobbying; Online Systems; Politics; Social Action; *World Wide Web
Abstract: This book guides citizens in using the Internet for community, social, and political action. Following an in-depth introduction, chapters include: Chapter 1, "Getting Connected" and Chapter 2, "Tools," explain the two Internet tools central to organizing for activism—electronic mail lists and the World Wide Web, and the hardware and software required to use them; Chapter 3, "Trolling for Information," describes navigating the World Wide Web, government programs, monitoring elected officials, tracking issues, and using World Wide Web browser "bookmarks"; Chapter 4, "Advocacy," discusses how certain organizations and advocates are already using the Internet; Chapter 5, "Neighborhoods," is about using the Internet for community and neighborhood change and development; Chapter 6, "Virtual Politics," illustrates ways of using the Internet to foster voter registration, election participation, and the wider influence of local party activists and policy advocates; Chapter 7, "We, the People," relates the necessary cooperation in the years ahead among Internet activists, government, and citizens. The appendices include "Useful Internet Sites," a list of Internet addresses for social and political organization, community websites, online publications, directories, search engines, think tanks, and political parties; and a glossary of computer networking terms. Sidebars throughout the book list surface mailing addresses, electronic mail addresses, and World Wide Web addresses for relevant persons and organizations. (LAP)
See also "Project Descriptions and Reports."

Title: Resources on Civic Education for Democracy: International Perspectives. Yearbook No. 1.
Author: Patrick, John J., Ed.; Pinhey, Laura A., Ed.
Accession Number: ED401222
Corporate Sponsor: Adjunct ERIC Clearinghouse for International Civic Education, Bloomington, IN.; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Sponsoring Agency: Center for Civic Education, Calabasas, CA.; Office of Educational Research and Improvement, Washington, DC.

Publication Year: 1996
Note: 154 p.
Available From: Adjunct ERIC Clearinghouse for International Civic Education, Indiana University, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408-2698; phone: (800) 266-3815; fax: (812) 855-0455.
Price: EDRS Price - MF01/PC07 Plus Postage.
Document Type: Bibliography (131); Non-Classroom Material (055); ERIC Product (071)
Descriptors: Annotated Bibliographies; *Citizenship; *Citizenship Education; *Civics; *Democracy; Democratic Values; Elementary Secondary Education; Foreign Countries; Global Approach; Higher Education; Law Related Education; Social Studies; World Affairs
Identifiers: CIVITAS; ERIC; ERIC Digests
Abstract: This resource guide is intended to facilitate cooperation and exchange of knowledge among civic educators around the world. Divided into four parts, part 1 is a civic education paper, "Principles of Democracy for the Education of Citizens" (John J. Patrick), that discusses facets of the idea of democracy and their relationships to civic education. Part 2 is "An Annotated Bibliography on Civic Education from the ERIC Database" with items selected from 1990 until July 1996 that reflect various projects in the United States and other parts of the world; diverse pedagogical practices; and different levels of education from the primary levels to secondary levels to post-secondary levels. Part 3 includes 15 ERIC Digests on topics in civic education that have been published from 1988-1996. Part 4 is "An International Directory of Civic Education Leaders and Programs" that includes names, addresses, and telephone numbers of prominent persons, projects, and organizations involved in civic education from many countries and various regions around the world. The Appendix contains: (1) the CIVITAS brochure; (2) a sample ERIC document resume; (3) a sample ERIC journal article resume; (4) a call for ERIC documents on civic education; (5) an announcement for the ERIC Clearinghouse for Social Studies/Social Science Education book, "Building Civic Education for Democracy in Poland" (Richard C. Remy; Jacek Strzemieczny); and (6) "Civic Education on the Internet: An Introduction to CIVNET." (JEH)
See also "Bibliographies" and "Information Analyses."

Title: Rethinking Democracy: Citizenship in the Media Age.
Author: Silver,-Rosalind, Ed.
Accession Number: ED398142
Corporate Sponsor: Canadian Society for Education Through Art, West Vancouver (British Columbia).
Publication Year: 1992
Journal: Media-&-Values; n58 Spr 1992
International Standard Serial Number: ISSN-0149-6980
Available From: Media & Values, 1962 S. Shenandoah, Los Angeles, CA 90034.
Note: 29 p.; "'Media & Values'.. empowers the public by providing resources for critical awareness about media."
Price: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Document Type: Guides - Non-classroom (055); Collected Works - Serials (022)
Descriptors: Content-Analysis; Controversial-Issues-Course-Content; Critical-Thinking; Decision-Making; Secondary-Education; Social-Studies; *Citizenship-; *Democracy-; *Mass-Media-Effects; *Mass-Media-Role; *Mass-Media-Use; *Values-
Abstract: This issue of "Media and Values" helps students acquire and evaluate media information in order to be effective citizens. The individual articles include: (1) "In the Light of the Fires" (Elizabeth Thoman); (2) "From Milton to Media" (Clay Jenkinson); (3) "Brave New World" (Paul Du Bois; Frances Moore Lappe); (4) "Making Politics Work" (Jay Rosen); (5) "The Paradox of Political Advertising" (Kathleen Jamieson); (6) "Not a Bang, But a Whimper" (Wally Bowen); (7) "Around the World: TV Campaigning Varies Widely" (Howard Frederick); and (8) "How Talk Radio Can Work For You" (Barbara Osborn). The issue concludes with a list of resources and other viewpoints. (EH)

Title: Tell It To Washington, A Guide for Citizen Action including Congressional Directory 1995-1996.
Corporate Sponsor: League of Women Voters Education Fund, Washington, D.C.
Accession Number: ED392732
Publication Year: 1995
International Standard Serial Number: ISBN-0-89959-309-9
Available From: League of Women Voters, 1730 M Street, N.W., Washington, DC 20036 ($2.27, $1.50 for members, plus postage and handling; quantity discounts available.)
Note: 39 p.
Price: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Document Type: Guides - Non-classroom (055)
Descriptors: Citizen-Participation; Citizenship-Education; Legislation-; Politics-; Resource-Materials; Resources-; Social-Studies; *Citizenship-; *Legislators-; *Public-Opinion; *Voting-
Identifiers: *Congress-
Abstract: This pamphlet is about effective communication and helping citizens make use of every available way to "send them a message." Highlighted are tips on

making personal visits to members of Congress and their staff, placing telephone calls and writing effective letters. There is a directory of telephone numbers and addresses to contact the Senate, House, and other government officials with questions, comments, and opinions. The advice/tips information occupies pages 1-8; the highly transitory directory information occupies pages 9-35. (EH)

Title: We the People... Project Citizen: A Civic Education Project for Grades 6 through 9.
Author: Quigley, Charles N., Ed.; And Others
Accession Number: ED number to be assigned.
Corporate Sponsor: Center for Civic Education, Calabasas, CA.; National Conference of State Legislatures, Denver, CO.
Publication Year: 1996
International Standard Serial Number: ISBN-0-89818-156-9
Document Type: Guides - Non-classroom (055); Guides - Classroom - Learner (051)
Available From: Center for Civic Education, 5146 Douglas Fir Road, Calabasas, CA 91302-1467.
Descriptors: *Civics; *United States Government (Course); *Citizenship Education; Citizenship; Citizenship Responsibility; Citizen Role; Citizen Participation; Public Policy; *Problem Solving; *Critical Thinking; Thinking Skills; Decision Making; Development; Community Problems; Instructional Materials; Programmed Instructional Materials; Workbooks; Elementary Secondary Education; Middle Schools; Junior High Schools
Identifiers: *Portfolios
Abstract: The goal of this civic education program, written for six through ninth grade students in the form of an instructional guide/student workbook, is to help students develop citizenship skills important for intelligent and effective participation in a self-governing society. Specific educational objectives include helping students learn: (1) how to express their opinions; (2) how to decide which level of government and which agency is most appropriate for dealing with the community problems they identify; and (3) how to influence policy decisions at that level of government. The guide provides students with step-by-step instructions for identifying and studying a public policy problem and for developing a class portfolio, a cumulative organized collection of information (statements, charts, graphs, photographs, and original art work) that makes up the class plan related to the public policy issue studied. This student instructional guide is organized into the following sections: "Step I: Identifying Public Policy Problems in Your Community"; "Step II: Selecting a Problem for Class Study"; "Step III: Gathering Information on the Problem Your Class Will Study"; "Step IV: Developing a Class Portfolio"; "Step V: Presenting Your Portfolio"; and "Step VI: Reflecting on Your Learning Experience." Additional resources provided include a glossary of 50 relevant civics terms and nine appendices consisting of sample lists of libraries, newspapers, professors/scholars, lawyers/judges/bar associations, businesses, community and interest groups as well as city, state, and U.S. government offices, all community resources that students can research locally with the appropriate reference materials(telephone books/directories, business directories, and lists of public service organizations) available at most public libraries. Illustrations also are included. (CB)

See also "Teaching Guides."

INFORMATION ANALYSES

(Literature reviews, research summaries, documentaries, state-of-the-art papers, and historical materials.)

Title: Building Civic Education for Democracy in Poland.

Author: Remy,-Richard-C., Ed.; Strzemieczny,-Jacek, Ed.

Accession Number: ED396986

Corporate Sponsor: ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; National Council for the Social Studies, Washington, D.C.

Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.; Ohio State Univ., Columbus. Mershon Center.

Publication Year: 1996

International Standard Serial Number: ISBN-0-87986-069-3

Available From: National Council for the Social Studies, 3501 Newark Street, N.W., Washington, DC 20016.

Note: 268 p.

Price: EDRS Price - MF01/PC11 Plus Postage.

Document Type: Books (010); Collected Works - General (020); Information Analyses - ERIC IAP's (071)

Descriptors: Civics-; Comparative-Education; Foreign-Countries; Global-Education; Higher-Education; Law-Related-Education; Multicultural-Education; Political-Attitudes; Political-Science; *Citizenship-; *Citizenship-Education; *Democracy-

Identifiers: *Poland-

Abstract: This book provides a reflective analysis of the effort since 1991 of a group of Polish and U.S. educators to develop civic education programs for schools and teachers in Poland. The book contains 13 chapters and three appendices. Chapters include: (1) "Principles of Democracy for the Education of Citizens in Former Communist Countries of Central and Eastern Europe" (John J. Patrick); (2) "Essential Economics for Civic Education in Former Communist Countries of Central and Eastern Europe" (Steven L. Miller); (3) "Poland After the Democratic Revolution: Challenges for Civic Education" (Marta Zahorska-Bugaj); (4) "Education for Democratic Citizenship in Poland: Activities and Assumptions" (Richard C. Remy; Jacek Strzemiecnzy); (5) "The Curriculum Seminar: A Strategy for Developing Instructional Materials" (Richard C. Remy); (6) "Establishing Polish Centers for Civic and Economic Education" (Phillip J. VanFossen; Jacek Kowalski; Richard C. Remy); (7) "A Teacher Education Course: 'The School in Democratic Society'" (Barbara Malak-Minkiewicz); (8) "The Role of Cross-Cultural Experience in Developing a Teacher Education Course" (Gregory E. Hamot); (9) "Support for Democracy and a Market Economy Among Polish Students, Teachers, and Parents" (Kazimierz M. Slomczynski; Goldie Shabad); (10) "Reflections on the Education for Democratic Citizenship in Poland Project: An American's Perspective" (Sandra Stotsky); (11) "Polish and American Collaboration Through EDCP: Accomplishments from the Polish Perspective" (Jacek Strzemieczny); (12) "Toward Constitutional Democracy in Central and Eastern Europe" (A. E. Dick Howard); and (13) "The Future of Democracy" (Charles F. Bahmueller). Appendixes include a list of EDCP (Education for Democratic Citizenship in Poland) Publications, a list of documents related to EDCP, and an overview of the education system in Poland. Contains a list of ERIC resources and information on contributors. (HE)

Title: Can Democracy Be Taught?

Author: Oldenquist, Andrew, Ed.

Accession Number: ED401207

Corporate Sponsor: Phi Delta Kappa Educational Foundation, Bloomington, IN.

Publication Year: 1996

Note: 225p.

Available From: Phi Delta Kappa Educational Foundation, 408 North Union, Box 789, Bloomington, IN 47402-0789; 812-339-1156. Document Not Available from EDRS.

Document Type: Book (010); Collection (020); Position Paper (120)

Descriptors: Citizenship; *Citizenship Education; *Democracy; Democratic Values; Elementary Secondary Education; Foreign Countries; Higher Education; Political Attitudes

Abstract: The essays in this collection, rewritten and expanded especially for this volume, originated as papers that were presented at a 1993 conference on Education for Democracy sponsored by the Mershon Center at The Ohio State University. The contributors from the United States, South Africa, Germany, and Russia, are experts in civic education, problems of minorities, the U.S. Constitution, the transition to democracy in former communist countries, and education and democracy in South Africa and Japan. All of the essays are concerned with aspects of the ideal of democracy: what it is, how it evolves, and the goals of democracy yet to be achieved. It is implied in each essay that democracy has a concrete definition with a range of features, and that despite the imprimatur of "democracy" applied by a government, not all governments claiming to be democracies are true and genuine democracies. Moreover, there is a distinct difference between education for democracy and democracy education. After an introduction, the book is divided into three parts: "Part I: The New Demography" con-

tains four essays that look at pluralism, diversity, multiculturalism, and the democratic education of disadvantaged children. The two essays in "Part II: Constitutional Imperatives" are about constitutionalism in education for democracy and the power of comparison in teaching about democracy. "Part III: Other Societies, Other Problems" contains four essays discussing education for democracy in Central and Eastern Europe, Russia, Japan, Asia, and South Africa. Many of the chapters contain reference lists. "About the Authors" concludes the text. (LAP)

See also "Opinions."

Title: The Content of America's Character: Recovering Civic Virtue.

Author: Eberly, Don E., Ed.

Accession Number: ED number will be assigned.

Publication Year: 1995

International Standard Serial Number: ISBN-1-56833-055-3 (cloth:alk.paper)

Document Type: Books (010); Opinion Papers (120)

Note: 352 p.; Foreword by George Gallup, Jr.

Available From: Madison Books, 4720 Boston Way, Lanham, Maryland 20706 ($24.95).

Descriptors: *Citizenship Education; *Civics; United States Government (Course); Citizenship Responsibility; Community Responsibility; *Moral Development; Moral Values; Ethics; Codes of Ethics; *Ethical Instruction; *Values Education; Humanistic Education; Politics; Democracy; Values; Democratic Values; Social Values; Values Clarification; Value Judgment; Social Problems; Social Attitudes; Beliefs; Ideology; Socialization; Futures (Of Society); *Activism; Attitude Change; Behavior Change; Change Agents; Adoption (Ideas); Consciousness Raising; Quality of Life; Theory Practice Relationship; Higher Education

Abstract: Character development and moral education have become hot topics in the current cultural debate as politicians, social scientists, and lay people search for solutions to the problems of increasing antisocial behavior, declining civility, and decaying morals. These 21 essays by prominent thinkers in many disciplines consider the origins and the development of the nation's character, the factors that influence it, and the consequences for society of inadequate character development. Each of the book's contributors writes out of the conviction that democracy is not viable without a solid moral foundation. This volume is an attempt to inform and mobilize citizens, leaders, and scholars (including educators, social workers, clergy, and parents) in the work of strengthening character. (CB)

See also "Opinions."

Title: Democratic Education.

Author: Gutman,-Amy

Accession Number: ED389657

Publication Year: 1987

International Standard Serial Number: ISBN-0-691-07736-3

Available From: Princeton University Press, 41 Williams Street, Princeton, NJ 08540.

Note: 321 p.; For a related journal article, see EJ 415 842.

Price: Document Not Available from EDRS.

Document Type: Opinion Papers (120); Books (010)

Descriptors: Civics-; Community-Responsibility; Elementary-Secondary-Education; Higher-Education; Political-Attitudes; Social-Responsibility; Values-; Values-Education; *Citizen-Participation; *Citizen-Role; *Citizenship-; *Citizenship-Education; *Citizenship-Responsibility

Abstract: This book defends the democratic ideal of education and elaborates its implications for educational practices in the United States today. The volume contends democracy is not merely a political process of rule by majorities or pluralities, but it is also a political ideal of a society whose adult members are, and continue to be, equipped by their education and authorized by political structures to share in ruling. Chapters in the book include: (1) "Introduction: Back to Basics"; (2) "States and Education"; (3) "The Purposes of Primary Education"; (4) "Dimensions of Democratic Participation"; (5) "The Limits of Democratic Authority"; (6) "Distributing Primary Schooling"; (7) "The Purposes of Higher Education"; (8) "Distributing Higher Education"; (9) "Extramural Education"; (10) "Educating Adults"; and (11) "Conclusion: The Primacy of Political Education." (EH)

See also "Opinions."

Title: Democratic Pedagogy as Content and Method in Teacher Education: Conversation as Research-in-Action.

Author: Alibrandi,-Marsha; Seigel,-Susan

Accession Number: ED397051

Publication Year: 1996

Note: 30 p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Price: EDRS Price - MF01/PC02 Plus Postage.

Document Type: Speeches /Meeting Papers (150); Reports - Research (143)

Descriptors: Conflict-Resolution; Course-Objectives; Graduate-Study; Higher-Education; Problem-Solving; Secondary-Education; Seminars-; Social-Cognition; Teacher-Collaboration; Teacher-Education; Teacher-Educators; Teacher-Student-Relationship; *Action-Research; *Classroom-Communication; *Democratic-

Values; *Group-Dynamics; *Participative-Decision-Making; *Teaching-Models

Identifiers: *Teacher-Researchers

Abstract: This study examined student and instructor reflection upon a 2-year teacher education seminar designed to provide experiential and theoretical grounding in democratic pedagogy. Through conversation-as-research, instructors interpreted group dynamics in their conversations during breaks, lunch hours, and evenings throughout the seminar. The central issues guiding the research-in action were: (1) how instructors might co-construct with students a 'democratic dynamic' in a seminar designed to present the topic in both content and method; and (2) how instructors might balance the goals of the seminar content with its process and with students' needs. Seminar participants were mostly graduate students and some undergraduate students; the graduate students were practicing teachers. Findings revealed that collaborative instruction was critical, that conversation was the principal medium for negotiated change, and that certain critical conversations were central to the development of democratic learning communication. (Contains 34 references.) (CK)

See also "Speeches and Conference Papers."

Title: Educating Democracy: The Role of Systemic Leadership.

Author: Crow,-Gary-M.; Slater,-Robert-O.

Accession Number: ED391259

Corporate Sponsor: National Policy Board for Educational Administration, Fairfax, VA.

Publication Year: 1996

Available From: National Policy Board for Educational Administration, 4400 University Drive, Fairfax, VA 22030-4444 ($8).

Note: 39 p.

Price: EDRS Price - MF01/PC02 Plus Postage.

Document Type: Opinion Papers (120)

Descriptors: Administrator-Responsibility; Administrator-Role; Educational-Cooperation; Elementary-Secondary-Education; Organizational-Climate; School-Community-Relationship; School-Restructuring; *Democracy-; *Democratic-Values; *Leadership-; *Leadership-Styles; *Systems-Approach

Abstract: This monograph explores the notion of viewing leadership as a single, interconnecting system at work in the internal and external school environment, rather than as a collection of individual roles. The document explores what the new leadership paradigm—a decentralized, collaborative model—means to schools. Leadership is viewed as an interrelated system joined at all levels, with common purpose and exercised according to organizational and community culture. Section 1 considers the idea that, if educators had understood that the restructuring movement were a democratic experiment, the results might have been far different. The section weighs the value of continuing the restructuring experiment and recommends a new role for school leaders to understand their role to help the experiment succeed. Section 2 explores the school leader's role in striking several balances central to a democracy, and section 3 offers some practical suggestions for exercising democratic leadership at the classroom, school, and community levels. Systemic leadership assumes that this conflict can be resolved through proactive interventions that have the following goals: to articulate school purpose; to strike balances between forces inherent in democratic schools; and to socialize students and adults for democracy. A conclusion is that when leadership becomes systemic, it will fulfill its role of helping people to grow individually and collectively. It will be educating democracy. (Contains 12 references.) (LMI)

See also "Opinions."

Title: Education and Political Democratization: Cross-national and Longitudinal Findings.

Author: Benavot, Aaron

Accession Number: EJ534729

Journal: Comparative Education Review; v40 n4 p377-403 Nov 1996

Note: Special issue on democratization.

International Standard Serial Number: ISSN-0010-4086

Document Type: Review Literature (070); Research Report (143); Journal Article (080)

Descriptors: Comparative Analysis; Cultural Influences; *Democracy; Economic Factors; Educational Attainment; *Educational Development; Elementary Secondary Education; Higher Education; Modernization; *Political Influences; Political Socialization; *Role of Education; Social Influences; Social Theories

Identifiers: *Cross National Studies

Abstract: Evaluates the relative importance of educational, economic, and cultural factors in supporting the emergence and stability of democracy. Data from over 100 countries on long-term changes in democracy, 1965-80 and 1980-88, support an institutional perspective that emphasizes the impact of elite higher education (as opposed to mass education and literacy) on political outcomes such as democratization. (SV)

Title: Education, Democratization, and Globalization: A Challenge for Comparative Education. Guest Editorial Essay and Presidential Address.

Author: McGinn, Noel F.

Accession Number: EJ534727

Journal: Comparative Education Review; v40 n4 p341-57 Nov 1996

Note: Special issue on democratization.
International Standard Serial Number: ISSN-0010-4086
Document Type: Review Literature (070); Journal Article (080)
Descriptors: *Capitalism; *Citizen Participation; Citizenship Education; *Comparative Education; *Democracy; Economic Development; Educational Attainment; Individualism; Political Influences; Political Socialization; *Research Needs; *Role of Education
Identifiers: Civic Values; *Globalization; Political Education
Abstract: Comparative education can contribute to democratization by addressing four issues: declining democratic practice and civic participation in the industrialized world, reasons why education does not resolve this problem, impact of economic globalization on education and on democratization, and the urgency for comparative research on cultural diversity and social integration rather than on individual differentiation and political and economic homogenization. (SV)

Title: Education for Democracy: Assimilation or Emancipation for Aboriginal Australians?
Author: Taylor, Anthea
Accession Number: EJ534731
Journal: Comparative Education Review; v40 n4 p426-38 Nov 1996
Note: Special issue on democratization.
International Standard Serial Number: ISSN-0010-4086
Document Type: Review Literature (070); Journal Article (080)
Descriptors: *Citizen Participation; *Citizenship Education; Community Relations; *Cultural Differences; Cultural Influences; Democracy; *Democratic Values; Elementary Secondary Education; Family Influence; Foreign Countries; Higher Education; Indigenous Populations; Intercultural Communication; Participative Decision Making; *Politics
Identifiers: *Aboriginal Australians; *Australia; Nepotism
Abstract: Reviews teaching for and about democracy in Australia, and identifies key concepts embedded in the notion of democracy (representation, leadership, decision making, public criticism). Draws on ethnographic data from settled and remote Aboriginal Australia to explore whether understandings and practices associated with these concepts are shared by the dominant society, and the ramifications of this "fit" for citizenship education. (SV)

Title: Educational Change under Autocratic and Democratic Governments: The Case of Argentina.
Author: Hanson, E. Mark
Accession Number: EJ536497
Journal: Comparative Education; v32 n3 p303-17 Nov 1996
International Standard Serial Number: ISSN-0305-0068
Document Type: Research Report (143); Journal Article (080)
Descriptors: Authoritarianism; Change Strategies; Comparative Analysis; *Democracy; *Educational Administration; *Educational Change; Educational Policy; Elementary Secondary Education; Foreign Countries; *Governance; *Politics of Education; Public Education; *Totalitarianism
Identifiers: *Argentina
Abstract: Compares the strategies, procedures, and outcomes of educational reform under Argentina's military autocratic government (1976-83) and the civilian democratic government that followed (1983-93). Points out that the harsh change strategies employed by the military regime proved ineffective, even disastrous, but the participative strategies of the democratic period also encountered numerous barriers. Contains 37 references. (Author/SV)

Title: Founding the Republic: A Documentary History. Primary Documents in American History and Contemporary Issues Series.
Author: Patrick,-John-J., Ed.
Accession Number: ED393739
Publication Year: 1995
International Standard Serial Number: ISBN-0-313-29226-4; ISSN-1069-5605
Available From: Greenwood Press, 88 Post Road West, Westport, CT 06881.
Note: 272 p.
Price: Document Not Available from EDRS.
Document Type: Books (010); Historical Materials (060)
Descriptors: Archives-; Elementary-Secondary-Education; Federal-Government; Social-Studies; *Constitutional-History; *Federalism-; *Political-Science; *United-States-History
Identifiers: Republic-
Abstract: This book seeks to establish a broader picture of the issues that confronted those who framed the U.S. Government during the founding period. This collection of primary historical documents shows how the founders arrived at consensus from the many conflicting viewpoints that characterized the debate on establishing the constitutional republic. A chronology of major events opens the work, which is organized topically into seven sections with each section prefaced by an introductory essay. The essay presents the main theme, ideas, and issues, and it establishes a context for the documents that follow. Each document is preceded by an explanatory headnote, which includes questions to guide the reader's analysis and appraisal of the primary source. Each section ends with a select bibliography. This book is a basic research and debate tool for use in school and public

libraries and secondary school classrooms. Sixty documents are included in this text. (EH)

Title: Gender Delusions and Exclusions in the Democratization of Schooling in Latin America.
Author: Stromquist, Nelly P.
Accession Number: EJ534730
Journal: Comparative Education Review; v40 n4 p404-25 Nov 1996
Note: Special issue on democratization.
International Standard Serial Number: ISSN-0010-4086
Document Type: Review Literature (070); Journal Article (080)
Descriptors: Civil Rights; Consciousness Raising; *Democracy; Economic Development; Educational Development; Elementary Secondary Education; Equal Education; *Family Life; Feminist Criticism; Foreign Countries; Hidden Curriculum; International Organizations; *International Programs; Public Policy; School Role; *Sex Discrimination; *Womens Education
Identifiers: Agency for International Development; *Gender Issues; InterAmerican Dialogue; *Latin America; UN Economic Commission Latin America Caribbean
Abstract: Examines how democratization of schooling is being shaped in Latin America and how dangerous delusions and exclusions affect the treatment of gender in this process. Focuses on initiatives and development policies of international aid agencies, their research projects, and international conferences. Suggests that democratization requires a larger school role in questioning school practices and students' experiences at home. (SV)

Title: The Implications of Communitarian/Liberal Theory for Public Education. Work in Progress Series, No. 4.
Author: Theobald,-Paul; Newman,-Vicky
Accession Number: ED399217
Corporate Sponsor: Institute for Educational Inquiry, Seattle, WA.
Publication Year: 1994
Available From: Institute for Educational Inquiry, 124 East Edgar St., Seattle, WA 98102.
Note: 12 p.
Price: Document Not Available from EDRS.
Document Type: Opinion Papers (120)
Descriptors: Educational-Philosophy; Educational-Theories; Elementary-Secondary-Education; Politics-; *Community-; *Democratic-Values; *Liberalism-; *Outcomes-of-Education; *Political-Attitudes; *Public-Education
Identifiers: *Political-Theories
Abstract: The current debate between liberals and communitarians in the field of political theory helps to explain the magnitude of the forces aligned against significant change regarding the communal dimensions of schooling and to expose current schooling practices that are most destructive of the possibility of vibrant community life. This essay notes the individual orientation in traditional liberal theory and contrasts it with the communal orientation in communitarian thinking; the distinction between the liberal emphasis on the right and the communitarian emphasis on the good; the liberal propensity for difference-blindness in policy formation against communitarian attention to particularity; and the liberal fondness for proceduralism against the communitarian allegiance to participation. Features of contemporary public schooling, such as the emphasis on individual testing and assessment, coincide with traditional liberal theory and that if public schooling were construed along lines consistent with communitarian theory the practice of assessment would be vastly different. The paper concludes that if schools move toward more emphasis on the communitarian ideal of the good with due concern for fundamental individual rights, the result will be a greater degree of democracy than traditional liberalism has allowed. Contains 13 references. (MAH)
See also "Opinions."

Title: Improving Civic Education and Promoting Enlightened Public Engagement.
Author: Branson, Margaret Stimmann
Accession Number: ED number will be assigned.
Publication Year: 1997
Document Type: Opinion Papers (120)
Descriptors: *Civics; *Citizenship Education; *United States Government (Course); United States History; Citizenship Responsibility; Citizenship Participation; Citizen Role; *Democracy; Democratic Values; Freedom; Elementary Secondary Education; Social Studies
Identifiers: *United States Constitution
Abstract: This document argues that the goal of civic education is informed, responsible participation in political life by competent citizens committed to the fundamental values and principles of U.S. constitutional democracy. To achieve this end requires: increased attention to the subject of civic education; a nationwide effort to revitalize civic education through the development of National Standards for Civics and Government. Included in the document are an explanation of the upcoming National Assessment of Educational Progress in Civics and descriptions of the civic education programs that encourage participation (including the Center for Civic Education's "We the People..The Citizen and the Constitution" and the "We the People...Project Citizen" programs). The paper's notes include the programs' addresses. (CB)
See also "Opinions."

Title: Moral, Social, and Civic Issues in the Classroom. Children's Literature.
Author: Mitchell-Powell,-Brenda, Ed.
Accession Number: EJ528542
Publication Year: 1996
Journal: Social-Studies-and-the-Young-Learner; v8 n4 p21-22 Mar-Apr 1996
International Standard Serial Number: ISSN-1056-0300
Available From: UMI
Document Type: Information Analyses - General (070); Guides - Classroom - Teacher (052); Journal Articles (080)
Descriptors: Bibliographies-; Elementary-Education; Moral-Development; Public-Affairs-Education; Reading-Material-Selection; Social-Attitudes; Social-Development; Social-Responsibility; Supplementary-Reading-Materials; *Childrens-Literature; *Citizenship-Education; *Civics-; *Moral-Issues; *Social-Problems; *Social-Studies
Abstract: Critiques a set of children's books that focus on moral, social, and civic issues. All of the titles offer concrete examples of critical thinking and steer clear of agenda-based politics. Includes nonfiction, anthologies, and curriculum guides. (MJP)
See also "Guides."

Title: Moral, Social, and Civic Issues. Teacher's Resources.
Author: Porter,-Priscilla-H., Ed.
Accession Number: EJ528543
Publication Year: 1996
Journal: Social-Studies-and-the-Young-Learner; v8 n4 p23-25 Mar-Apr 1996
International Standard Serial Number: ISSN-1056-0300
Available From: UMI
Document Type: Information Analyses - General (070); Guides - Classroom - Teacher (052); Journal Articles (080)
Descriptors: Bibliographies-; Childrens-Literature; Citizenship-Education; Curriculum-Guides; Elementary-Education; Instructional-Materials; Moral-Development; Public-Affairs-Education; Social-Attitudes; Social-Development; Social-Responsibility; Supplementary-Reading-Materials; *Civics-; *Educational-Resources; *Moral-Issues; *Reading-Material-Selection; *Social-Problems; *Social-Studies
Identifiers: *Schmidt-F
Abstract: Briefly reviews a set of reference books and curriculum guides that lead teachers to resources for teaching moral, social, and civic lessons. Includes reviews of "Literature-Based Moral Education" and "Teaching Conflict Resolution through Children's Literature." (MJP)
See also "Guides."

Title: Resources on Civic Education for Democracy: International Perspectives. Yearbook No. 1.
Author: Patrick, John J., Ed.; Pinhey, Laura A., Ed.
Accession Number: ED401222
Corporate Sponsor: Adjunct ERIC Clearinghouse for International Civic Education, Bloomington, IN; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Sponsoring Agency: Center for Civic Education, Calabasas, CA.; Office of Educational Research and Improvement, Washington, DC.
Publication Year: 1996
Note: 154 p.
Available From: Adjunct ERIC Clearinghouse for International Civic Education, Indiana University, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408-2698; phone: (800) 266-3815; fax: (812) 855-0455.
Price: EDRS Price - MF01/PC07 Plus Postage.
Document Type: Bibliography (131); Non-Classroom Material (055); ERIC Product (071)
Descriptors: Annotated Bibliographies; *Citizenship; *Citizenship Education; *Civics; *Democracy; Democratic Values; Elementary Secondary Education; Foreign Countries; Global Approach; Higher Education; Law Related Education; Social Studies; World Affairs
Identifiers: CIVITAS; ERIC; ERIC Digests
Abstract: This resource guide is intended to facilitate cooperation and exchange of knowledge among civic educators around the world. Divided into four parts, part 1 is a civic education paper, "Principles of Democracy for the Education of Citizens" (John J. Patrick), that discusses facets of the idea of democracy and their relationships to civic education. Part 2 is "An Annotated Bibliography on Civic Education from the ERIC Database" with items selected from 1990 until July 1996 that reflect various projects in the United States and other parts of the world; diverse pedagogical practices; and different levels of education from the primary levels to secondary levels to post-secondary levels. Part 3 includes 15 ERIC Digests on topics in civic education that have been published from 1988-1996. Part 4 is "An International Directory of Civic Education Leaders and Programs" that includes names, addresses, and telephone numbers of prominent persons, projects, and organizations involved in civic education from many countries and various regions around the world. The Appendix contains: (1) the CIVITAS brochure; (2) a sample ERIC document resume; (3) a sample ERIC journal article resume; (4) a call for ERIC documents on civic education; (5) an announcement for the ERIC Clearinghouse for Social Studies/SocialScience Education book, "Building Civic Education for Democracy in Poland" (Richard C. Remy; Jacek Strzemieczny); and (6) "Civic Education on the Internet: An Introduction to CIVNET." (JEH)
See also "Bibliographies" and "Guides."

Title: Rethinking Democratic Education: The Politics of Reform.
Author: Steiner,-David-M.
Accession Number: ED393718
Publication Year: 1994
International Standard Serial Number: ISBN-0-8018-4842-3
Available From: The Johns Hopkins University Press, 2715 N. Charles Street, Baltimore, MD 21218-4319 ($32.95).
Note: 253 p.
Price: Document Not Available from EDRS.
Document Type: Books (010); Opinion Papers (120)
Descriptors: Change-Strategies; Educational-Environment; Educational-Improvement; Educational-Philosophy; Foundations-of-Education; Freedom-; Personal-Autonomy; Philosophy-; Self-Determination; *Democracy-; *Democratic-Values; *Educational-Change; *Intellectual-Freedom; *Political-Science
Abstract: This book argues that democratic education should equip citizens to be "the measure of all things." The volume contends that the voices of society should develop the skills of questioning, criticizing, and reconstructing the language of the day in order to dissect the rhetoric of politics, economy, and culture. But the volume asserts that these are not the skills being encouraged in today's educational reform efforts nor in colleges and universities. Using a variety of sources including the works of John Dewey, Greek drama, postmodernist philosophy, and contemporary educational reform literature, the book presents a conception of education through which the citizens of tomorrow might be readied for the task of lifelong measurement of self and world. Chapters include: (1) "The Politics of Reform"; (2) "The Buried Triangle: Democracy, Philosophy, and Education in Ancient Athens"; (3) "Rousseau and the Education of Restraint"; (4) "The Education of the Sovereign"; (5) "Dewey and the Vocabulary of Growth"; (6) "The Education of Experience: The Politics of Language and Science"; and (7) "Thinking to Learn." (EH)
See also "Opinions."

Title: Shifting the Paradigm in Preservice Teacher Education. Modeling Democracy in a Collaborative Site-based Program.
Author: Golez,-Felipe-Victor
Accession Number: ED397013
Publication Year: 1996
Note: 43 p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
Price: EDRS Price - MF01/PC02 Plus Postage.
Document Type: Reports - Research (143); Speeches /Meeting Papers (150)
Descriptors: Classroom-Communication; Educational-Change; Elementary-Secondary-Education; Higher-Education; Models-; Outcomes-of-Education; Student-Teachers; Teacher-Student-Relationship; Teaching-Methods; *Beginning-Teachers; *Classroom-Techniques; *Democracy-; *Preservice-Teacher-Education; *Theory-Practice-Relationship
Identifiers: Paradigm-Shifts
Abstract: A reform-oriented teacher education model and its effect on the eventual classroom practice of preservice program graduates is examined. An ethnographic description is provided of the program, which emphasized an experiential philosophical base that permeated both the program and the compulsory educational milieu of the training site. Research consisted of three tiers: (1) a preliminary re-analysis of qualitative evaluation data; (2) interviews with graduates concerning their perceptions of their experiences and how these experiences impacted their first year's practice; and (3) an examination of data pertaining to possible implications for improving teacher education for students from diverse cultural backgrounds. Preliminary analysis of program evaluation data revealed that preservice teachers regularly employed learner-centered instructional strategies in their own practice teaching. Later interviews found use of democratic pedagogy to be integrated into these subjects' classroom practice a year later. Distinctive traits of this program contributing to these outcomes included: a site-based learning context combined with a calculated shift from a social behaviorist to a pragmatic approach toward curriculum and instruction methods; a common philosophical base shared by the university and public school sites; and simultaneous teacher socialization and methods training. (Contains 53 references.) (Author/PB)
See also "Speeches and Conference Papers."

Title: Strategies for Interculturally-oriented Civics Teaching at Primary and Secondary Level. Final Symposium (Timisoara, Romania, December 7-11, 1994). Report.
Author: Birzea,-Cesar
Accession Number: ED395920
Corporate Sponsor: Council for Cultural Cooperation, Strasbourg (France).
Publication Year: 1995
Note: 53 p.; Part of Project "Democracy, Human Rights, Minorities: Educational and Cultural Aspects." For a related document, see ED 379 223.
Price: EDRS Price - MF01/PC03 Plus Postage.
Document Type: Collected Works - Proceedings (021); Information Analyses - General (070)
Descriptors: Democracy-; Elementary-Secondary-Education; Foreign-Countries; Higher-Education; Intercultur-

al-Programs; Teacher-Education; Teacher-Role; Teaching-Methods; *Citizenship-Education; *Civics-; *Curriculum-Design; *Educational-Objectives; *Educational-Philosophy; *Multicultural-Education

Identifiers: Europe-Central; Europe-East; *Europe-

Abstract: This publication reports on the final symposium of the "Strategies for Interculturally-oriented Civics Teaching at Primary and Secondary Level" pilot project. The report presents an overview of the various aspects of the project and outlines the results of the experimental phase in which 40 teachers representing 16 European countries conducted civics education projects. Among the results were: significant changes in the organization of civics education and in teacher/pupil skills, changes in curricula, improved arrangements for pupil cooperation and pupil participation, and incorporation of the intercultural dimension into curricula and school life. Based on these results, symposium participants agreed that the project should be continued and broadened. The report then describes strategies for interculturally-oriented civics teaching. Participants noted that though civics teaching is not given priority in education policy, civics education is part of a blueprint for society, reflecting a dimension inherent in all human societies, and involving the interaction between several educational environments. Several aspects of an overall strategy are described, including aims (respect, commentaries, co-operation, diversity); principles; levels and spheres of action; parties and institutions involved; process and content; and methods and means. Constraints on civic education are mentioned, including the degradation of public life, the alienation of young people, political manipulation, bureaucratization of teaching, and cooperation between schools and local social and local political institutions. The report concludes with 12 conclusions and recommendations resulting from the symposium. Three appendices contain the reports of the three working groups, the symposium program, and a list of participants. (ND)

Title: The Struggle for Democracy. A Study of Community Organisations in Greater Cape Town from the 1960s to 1988. Update.

Author: Matiwana,-Mizana; And-Others

Accession Number: ED396131

Corporate Sponsor: University of the Western Cape, Bellville (South Africa). Centre for Adult and Continuing Education.

Publication Year: 1989

International Standard Serial Number: ISBN-1-86808-004-8

Available From: Centre for Adult and Continuing Education, University of the Western Cape, Private Bag X17, Bellville 7535, South Africa.

Note: 378 p.; For a related document, see ED 389 834.

Price: EDRS Price - MF01/PC16 Plus Postage.

Document Type: Reports - Research (143)

Descriptors: Accountability-; Adult-Education; Black-Education; Blacks-; Case-Studies; Community-Development; Educational-Change; Educational-Needs; Educational-Practices; Educational-Trends; Foreign-Countries; Leadership-; Motivation-; Organizational-Change; Organizational-Effectiveness; Organizational-Objectives; Public-Affairs-Education; Voluntary-Agencies; *Community-Education; *Community-Organizations; *Democracy-; *Political-Socialization; *Role-of-Education

Identifiers: Popular-Education; *South-Africa-Cape-Town

Abstract: This document presents the findings of a comprehensive study of community organizations in Greater Cape Town from the 1960s to 1988 and the role of those organizations in the struggle for democracy in South Africa. It is divided into four sections. Section 1 presents background information on community organizations in South Africa, defines the term "voluntary association," and characterizes South Africa's voluntary associations. In section 2, selected South African community organizations are characterized from the following standpoints: membership, leadership, authority, accountability, motivation, and educational practices. Section 3 consists of two case studies. The first is a case study of selected community organizations in Greater Cape Town from the late 1970s to 1984, whereas the second focuses on Cape Town's community organizations from 1985 to 1988. Section 4, which constitutes more than two-thirds of the document, is an extensive table characterizing a total of 362 existing and defunct community organizations in Greater Cape Town. The organizations are listed by the following categories: civics; community work agencies; cultural; education, research, resource, and information; political; student and youth; and women. The following information is provided for each organization: name, life span, aims, main activities, and contacts/addresses. Contains 250 references. (MN)

Title: Teaching about Society, Passing on Values: Elementary Law in Civic Education.

Author: Audigier,-Francois

Accession Number: ED392673

Corporate Sponsor: Council for Cultural Cooperation, Strasbourg (France).

Publication Year: 1993

International Standard Serial Number: ISBN-92-871-2300-4

Available From: Manhattan Publishing Company, 1 Croton Point Avenue, P.O. Box 650, Croton, NY 10520.

Note: 46 p.; French Edition: "Enseigner la societe, trans-

mettre des valeurs—l'initiation juridique dans l'education civique."

Price: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: Information Analyses - General (070)

Descriptors: Citizen-Role; Citizenship-Responsibility; Educational-Change; Elementary-Secondary-Education; Foreign-Countries; Moral-Development; Value-Judgment; *Citizenship-; *Citizenship-Education; *Civics-; *Moral-Values; *Values-

Identifiers: Europe-

Abstract: This booklet explores the question of what the role and task of schools should be in facing the changes underway in educational systems throughout Europe. The school's tasks have always been that of teaching, educating and preparing children for life in society. Ethical and moral standards have been seen as part of that task. This area is also very complicated and prone to conflict, yet it is also seen as the very basis of human survival. This booklet explores some of the challenges facing the new civic education underway. The book is divided into three parts: (1) "The Background and Issues Involved"; (2) "The School as a Training Ground for the Citizen"; and (3) "The Legal Dimension, a Pillar of Civic Education." (EH)

Title: Teaching and Learning in Middle School Social Studies in Turkey: An Analysis of Curriculum Implementation.

Author: Yildirim, Ali

Accession Number: ED402245

Publication Year: Apr 1996

Note: 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Price: EDRS Price - MF01/PC01 Plus Postage.

Document Type: Conference Paper (150); Research Report (143)

Descriptors: Area Studies; Civics; *Classroom Environment; Comparative Education; Cross Cultural Studies; *Curriculum Development; Foreign Countries; Geography; History; Intermediate Grades; Junior High Schools; *Middle Schools; *Social Studies; *Student Attitudes; Student Surveys; *Teacher Attitudes

Identifiers: *Turkey

Abstract: This study is part of a larger research project designed to investigate social studies teaching at middle and high school levels in Turkey. This paper assesses curriculum implementation in social studies courses at middle school level from the perspectives of teachers and students. The study design included 88 middle schools in 22 provinces representing the seven geographic regions in Turkey. Social studies teachers of history, geography, and civics in all of the schools at all three grade levels were asked to participate and a stratified random sample of students were selected to represent all grade levels and courses. Two separate questionnaires were designed for the two groups to explore their perceptions of the teaching and learning process in social studies courses. Results are organized under three parts: (1) teachers' perceptions of the curriculum guidelines they use; (2) teachers' and students' assessments of the teaching and learning process in social studies courses in terms of teaching/learning activities, instructional materials, types of assignments and evaluation methods used; and (3) the impact of social studies courses on students from their point of view. (EH)

See also "Speeches and Conference Papers."

Title: Teaching Democracy as a "Practical" Science: Reorganizing the Curriculum at Institutions of Higher Education for Active Citizenship.

Author: Dixon,-Douglas-A.

Accession Number: ED394431

Publication Year: 1996

Note: 33 p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-13, 1996).

Price: EDRS Price - MF01/PC02 Plus Postage.

Document Type: Speeches /Meeting Papers (150); Reports - Research (143)

Descriptors: Civics-; Elections-; Higher-Education; Political-Issues; Public-Affairs-Education; *Citizenship-Responsibility; *Curriculum-Development; *Democracy-; *Political-Power; *Political-Socialization; *Voter-Registration

Identifiers: Georgia-

Abstract: This paper identifies project-based curriculum elements to increase postsecondary students' sense of political efficacy and their political interest, knowledge, and participation. It evaluates factors correlated with low levels of voting and the implementation of registration activities as remedies; it then introduces curriculum elements based on research to increase the quality and quantity of political participation among the State of Georgia's postsecondary students, including interest group organization and electoral strategies as well as problem identification and analysis. Data and analysis of recent Georgia elections are presented which demonstrate the potential influence that young voters may wield if they unify around common objectives and coordinate their registration and voting activities to influence specific primary and general elections. It is suggested that current voter registration efforts are inadequate and may be improved among students by in-class activities in political science classes. Students also need to learn how to analyze and evaluate public problems, proposed remedies, and their potential con-

sequences and underlying values. Teaching political education using federalism as a central organizing concept is also recommended, and postsecondary institutions are recommended as especially fruitful sources for instilling political responsibility in young voters. Inclusion of a project-based curricular strategy in post-secondary political science classes may result in more effective and higher quality political participation among these young citizens. A theoretical, basic outline for such a project is suggested. (Contains 45 references.) (Author/NAV)

See also "Speeches and Conference Papers."

OPINIONS

(Position papers, essays, and opinion papers.)

Title: Can Democracy Be Taught?
Author: Oldenquist, Andrew, Ed.
Accession Number: ED401207
Corporate Sponsor: Phi Delta Kappa Educational Foundation, Bloomington, IN.
Publication Year: 1996
Note: 225p.
Available From: Phi Delta Kappa Educational Foundation, 408 North Union, Box 789, Bloomington, IN 47402-0789; 812-339-1156. Document Not Available from EDRS.
Document Type: Book (010); Collection (020); Position Paper (120)
Descriptors: Citizenship; *Citizenship Education; *Democracy; DemocraticValues; Elementary Secondary Education; Foreign Countries; Higher Education; Political Attitudes
Abstract: The essays in this collection, rewritten and expanded especially for this volume, originated as papers that were presented at a 1993 conference on Education for Democracy sponsored by the Mershon Center at The Ohio State University. The contributors from the United States, South Africa, Germany, and Russia, are experts in civic education, problems of minorities, the U.S. Constitution, the transition to democracy in former communist countries, and education and democracy in South Africa and Japan. All of the essays are concerned with aspects of the ideal of democracy: what it is, how it evolves, and the goals of democracy yet to be achieved. It is implied in each essay that democracy has a concrete definition with a range of features, and that despite the imprimatur of "democracy" applied by a government, not all governments claiming to be democracies are true and genuine democracies. Moreover, there is a distinct difference between education for democracy and democracy education. After an introduction, the book is divided into three parts: "Part I: The New Demography" contains four essays that look at pluralism, diversity, multiculturalism, and the democratic education of disadvantaged children. The two essays in "Part II: Constitutional Imperatives" are about constitutionalism in education for democracy and the power of comparison in teaching about democracy. "Part III: Other Societies, Other Problems" contains four essays discussing education for democracy in Central and Eastern Europe, Russia, Japan, Asia, and South Africa. Many of the chapters contain reference lists. "About the Authors" concludes the text. (LAP)
See also "Information Analyses."

Title: The Content of America's Character: Recovering Civic Virtue.
Author: Eberly, Don E., Ed.
Accession Number: ED number will be assigned.
Publication Year: 1995
International Standard Serial Number: ISBN-1-56833-055-3 (cloth:alk.paper)
Document Type: Books (010); Opinion Papers (120)
Note: 352 p.; Foreword by George Gallup, Jr.
Available From: Madison Books, 4720 Boston Way, Lanham, Maryland 20706 ($24.95).
Descriptors: *Citizenship Education; *Civics; United States Government (Course); Citizenship Responsibility; Community Responsibility; *Moral Development; Moral Values; Ethics; Codes of Ethics; *Ethical Instruction; *Values Education; Humanistic Education; Politics; Democracy; Values; Democratic Values; Social Values; Values Clarification; Value Judgment; Social Problems; Social Attitudes; Beliefs; Ideology; Socialization; Futures (Of Society); *Activism; Attitude Change; Behavior Change; Change Agents; Adoption (Ideas); Consciousness Raising; Quality of Life; Theory Practice Relationship; Higher Education
Abstract: Character development and moral education have become hot topics in the current cultural debate as politicians, social scientists, and lay people search for solutions to the problems of increasing antisocial behavior, declining civility, and decaying morals. These 21 essays by prominent thinkers in many disciplines consider the origins and the development of the nation's character, the factors that influence it, and the consequences for society of inadequate character development. Each of the book's contributors writes out of the conviction that democracy is not viable without a solid moral foundation. This volume is an attempt to inform and mobilize citizens, leaders, and scholars (including educators, social workers, clergy, and parents) in the work of strengthening character. (CB)
See also "Information Analyses."

Title: Democracy, Education, and the Schools.
Author: Soder,-Roger, Ed.
Accession Number: ED390156
Publication Year: 1996
International Standard Serial Number: ISBN-0-7879-0166-0
Available From: Jossey-Bass, Inc. Publishers, 350 Sansome Street, San Francisco, CA 94104.
Note: 293 p.
Price: Document Not Available from EDRS.
Document Type: Books (010); Opinion Papers (120)
Descriptors: Access-to-Education; Citizenship-Responsibility; Elementary-Secondary-Education; Government-School-Relationship; Socialization-; Teacher-Educa-

tion; *Citizenship-; *Democracy-; *Democratic-Values; *Public-Schools; *Role-of-Education

Abstract: This book argues that the most basic purpose of America's schools is to teach children the moral and intellectual responsibilities of living and working in a democracy. It contains essays that explore the meaning of democracy and its implications for preparing teachers and teaching students. The book contains a discussion of critical questions about the relationship between the American democracy and a free public school system, arguing that privatization of the schools risks destroying the fundamental underpinnings of American democracy. Following the preface, the chapters include the following: (1) "The Meanings of Democracy" (Nathan Tarcov); (2) "Democracy, Nurturance, and Community" (Donna H. Kerr); (3) "Democracy, Ecology, and Participation" (Mary Catherine Bateson); (4) "Democracy, Education, and Community" (John I. Goodlad); (5) "Public Schooling and American Democracy" (Robert B. Westbrook); (6) "Democracy and Access to Education" (Linda Darling-Hammond and Jacqueline Ancess); (7) "Curriculum for Democracy" (Walter C. Parker); (8) "Oratory, Democracy, and the Classroom" (John Angus Campbell); and (9) "Teaching the Teachers of the People" (Roger Soder). References accompany each chapter. Subject and author indexes are included. The afterword concludes that if one values democracy and believes that schools are important for enculturating the young into the habits of mind necessary to maintain democracy, then one has to question the arguments for privatizing schools based solely on efficiency in producing workers. (LMI)

Title: Democratic Education.

Author: Gutman,-Amy

Accession Number: ED389657

Publication Year: 1987

International Standard Serial Number: ISBN-0-691-07736-3

Available From: Princeton University Press, 41 Williams Street, Princeton, NJ 08540.

Note: 321 p.; For a related journal article, see EJ 415 842.

Price: Document Not Available from EDRS.

Document Type: Opinion Papers (120); Books (010)

Descriptors: Civics-; Community-Responsibility; Elementary-Secondary-Education; Higher-Education; Political-Attitudes; Social-Responsibility; Values-; Values-Education; *Citizen-Participation; *Citizen-Role; *Citizenship-; *Citizenship-Education; *Citizenship-Responsibility

Abstract: This book defends the democratic ideal of education and elaborates its implications for educational practices in the United States today. The volume contends democracy is not merely a political process of rule by majorities or pluralities, but it is also a political ideal of a society whose adult members are, and continue to be, equipped by their education and authorized by political structures to share in ruling. Chapters in the book include: (1) "Introduction: Back to Basics"; (2) "States and Education"; (3) "The Purposes of Primary Education"; (4) "Dimensions of Democratic Participation"; (5) "The Limits of Democratic Authority"; (6) "Distributing Primary Schooling"; (7) "The Purposes of Higher Education"; (8) "Distributing Higher Education"; (9) "Extramural Education"; (10) "Educating Adults"; and (11) "Conclusion: The Primacy of Political Education." (EH)

See also "Information Analyses."

Title: Educating Democracy: The Role of Systemic Leadership.

Author: Crow,-Gary-M.; Slater,-Robert-O.

Accession Number: ED391259

Corporate Sponsor: National Policy Board for Educational Administration, Fairfax, VA.

Publication Year: 1996

Available From: National Policy Board for Educational Administration, 4400 University Drive, Fairfax, VA 22030-4444 ($8).

Note: 39 p.

Price: EDRS Price - MF01/PC02 Plus Postage.

Document Type: Opinion Papers (120)

Descriptors: Administrator-Responsibility; Administrator-Role; Educational-Cooperation; Elementary-Secondary-Education; Organizational-Climate; School-Community-Relationship; School-Restructuring; *Democracy-; *Democratic-Values; *Leadership-; *Leadership-Styles; *Systems-Approach

Abstract: This monograph explores the notion of viewing leadership as a single, interconnecting system at work in the internal and external school environment, rather than as a collection of individual roles. The document explores what the new leadership paradigm—a decentralized, collaborative model—means to schools. Leadership is viewed as an interrelated system joined at all levels, with common purpose and exercised according to organizational and community culture. Section 1 considers the idea that, if educators had understood that the restructuring movement were a democratic experiment, the results might have been far different. The section weighs the value of continuing the restructuring experiment and recommends a new role for school leaders to understand their role to help the experiment succeed. Section 2 explores the school leader's role in striking several balances central to a democracy, and section 3 offers some practical suggestions for exercising democratic leadership at the classroom, school, and community levels. Systemic leadership assumes that

this conflict can be resolved through proactive interventions that have the following goals: to articulate school purpose; to strike balances between forces inherent in democratic schools; and to socialize students and adults for democracy. A conclusion is that when leadership becomes systemic, it will fulfill its role of helping people to grow individually and collectively. It will be educating democracy. (Contains 12 references.) (LMI)

See also "Information Analyses."

Title: Education for International Understanding: An Idea Gaining Ground.

Author: Nkake, Lucie-Mami Noor

Accession Number: ED number will be assigned.

Corporate Sponsor: International Bureau of Education, Geneva (Switzerland).

Publication Year: 1996

Document Type: Opinion Papers (120); Reports - Descriptive (141)

Available From: International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland.

Descriptors: *Citizenship Education; Civics; World History; *International Educational Exchange; International Education; *Global Education; Global Approach; World Affairs; Comparative Education; *Educational Philosophy; Foundations of Education; Educational Theories; Educational Principles; *Peace; Democracy; Democratic Values; Moral Values; Freedom; Civil Liberties; Cultural Exchange; Futures (of Society); Adoption (Ideas); International Organizations; International Communication; International Cooperation; Higher Education

Abstract: This brochure is a partial follow-up to the 44th session of the International Conference on Education (ICE), "Appraisal and Perspectives of Education for International Understanding," held in 1994 in Geneva, Switzerland. While borrowing extensively from conference material (such as the speeches by heads of delegations, replies by member states to an International Bureau of Education (IBE) pre-conference survey, national reports, and round-table summaries), this brochure also includes the author's ideas, experience, and opinions on important matters in today's countries: human rights, peace, and democracy. Despite the complexity of the challenges facing a rapidly changing world, the range of actions described in this work reflect a common will and offer further suggestions for a new philosophy of education that would incorporate some positive moral values common to all countries. The brochure argues that bringing people closer together through what they have in common and through the incomparable wealth of their diversity, could be one of the keys to the creation of "a lifelong school, open to the world, in the service of mankind" as we approach the 21st century (Jacques Muhlethaler, founder of the World Association for the School as an Instrument of Peace). Specific sections of the brochure include: "Why this brochure?"; "Foreword: A Common Will"; "Towards the New Millennium—An Idea Gaining Ground"; "For a New Philosophy of Education"; "A World That Is Many and One: The Other's Viewpoint"; "Development and a Culture of Peace"; "From Rhetoric to Practice for an Applied Peace"; and "Conquering New Areas for Education for Peace." Eight sources and several notes are included. (CB)

See also "Project Descriptions and Reports."

Title: Empowerment, Education and Citizenship: A Local Study.

Author: Rutledge,-Heather

Accession Number: EJ522576

Publication Year: 1996

Journal: Adults-Learning-(England); v7 n7 p172-74 Mar 1996

International Standard Serial Number: ISSN-0955-2308

Available From: UMI

Document Type: Opinion Papers (120); Journal Articles (080)

Descriptors: Adult-Education; Ethnic-Groups; Federal-Aid; Foreign-Countries; *Citizenship-; *Community-Involvement; *Urban-Programs

Identifiers: United-Kingdom; *Empowerment-

Abstract: New government-funded training initiatives in Britain emphasize urban community capacity building and empowerment. However, lack of opportunities, especially for ethnic minorities, and the politics involved in applying for these funds pose challenges. (SK)

Title: The Ethics of Talk: Classroom Conversation and Democratic Politics.

Author: Grant,-Ruth-W.

Accession Number: EJ525353

Publication Year: 1996

Journal: Teachers-College-Record; v97 n3 p470-82 Spr 1996

International Standard Serial Number: ISSN-0161-4681

Available From: UMI

Document Type: Opinion Papers (120); Journal Articles (080)

Descriptors: College-Students; Democracy-; Elementary-School-Students; Elementary-Secondary-Education; Ethical-Instruction; Higher-Education; Moral-Development; Secondary-School-Students; Teaching-Methods *Classroom-Communication; *Critical-Thinking; *Democratic-Values; *Discussion-Teaching-Technique; *Ethics-; *Inquiry-

Abstract: This article explores the issue of ethical impact

of conversation in the classroom, arguing that the experience of critical inquiry conducted through classroom dialog can cultivate precisely those ethical characteristics required of participants in the public life of a deliberative democracy. (SM)

Title: From the European to Worldwide Idea of Education.
Author: Chistolini, Sandra
Accession Number: ED396989
Publication Year: Jun 1994
Note: 11p.; Paper presented at the Annual Meeting of the Comparative Education Society in Europe (Copenhagen, Denmark, June 26-30, 1994).
Price: EDRS Price - MF01/PC01 Plus Postage.
Document Type: Conference Paper (150); Position Paper (120)
Descriptors: Citizenship; *Citizenship Education; *Cultural Pluralism; *Ethnic Groups; Ethnic Studies; Foreign Countries; International Relations; Law Related Education; *Racial Discrimination; *Racial Integration; World Problems
Identifiers: Europe
Abstract: This paper presents arguments for a worldwide perspective on contemporary education, and underlines the cultural necessity of widening directions of studies in comparative education. The paper is divided into seven parts, including: (1) "Introduction"; (2) "Multiculturalism and Antiracism as Pedagogical Necessity"; (3) "Assimilation or Education"; (4) "Complexity of Integration"; (5) "Social Processes and Styles of Teaching"; (6) "Toward an Unconfined Concept of Education"; and (7) "References." In recent years society has been facing introverted politics, fearful social relations, and individual and collective actions against ethnic minorities. These facts are clearly in contradiction with democratic ideals and must be addressed. Societal realities call on experts and scientists to restate their theoretical premises in a way that teachers, children, and parents have opportunities to find, within themselves, what to think, what to believe, and what to do for a better social life. (Contains 30 references.) (EH)
See also "Speeches and Conference Papers."

Title: From Understanding to Action: Citizenship Education in the Early Elementary Classroom.
Author: Houser,-Neil-O.
Accession Number: ED394719
Publication Year: 1996
Note: 22 p.
Price: EDRS Price - MF01/PC01 Plus Postage.
Document Type: Opinion Papers (120); Reports - Descriptive (141)
Descriptors: Classroom-Environment; Elementary-Education; Homeless-People; Kindergarten-; Primary-Education; Social-Problems; Student-Needs; *Citizenship-Education; *Safety-; *Social-Development
Identifiers: *Controversial-Topics
Abstract: The curricula and instructional approaches often used in elementary school classrooms, which too often avoid difficult issues, may restrict the social development needed to promote societal well-being. This problem is exacerbated in the early grades, where the discussion of controversial social issues seemingly contradicts the goal of maintaining an emotionally safe classroom environment. This paper defines the problem, discusses social development in the elementary classroom, and considers factors related to balancing safety and dissonance. A major portion of the paper examines the efforts of three teachers who have managed, each in her own way, to balance dissonance and safety in the early education classroom by: (1) addressing rather than avoiding perplexing social issues, (2) balancing social development and classroom safety, and (3) addressing social inequities through activities in the classroom. These teachers' perspectives and experiences provide a basis for discussing citizenship education in the early grades. (Contains 23 references.) (DR)
See also "Project Descriptions and Reports."

Title: The Implications of Communitarian/Liberal Theory for Public Education. Work in Progress Series, No. 4.
Author: Theobald,-Paul; Newman,-Vicky
Accession Number: ED399217
Corporate Sponsor: Institute for Educational Inquiry, Seattle, WA.
Publication Year: 1994
Available From: Institute for Educational Inquiry, 124 East Edgar St., Seattle, WA 98102.
Note: 12 p.
Price: Document Not Available from EDRS.
Document Type: Opinion Papers (120)
Descriptors: Educational-Philosophy; Educational-Theories; Elementary-Secondary-Education; Politics-; *Community-; *Democratic-Values; *Liberalism-; *Outcomes-of-Education; *Political-Attitudes; *Public-Education
Identifiers: *Political-Theories
Abstract: The current debate between liberals and communitarians in the field of political theory helps to explain the magnitude of the forces aligned against significant change regarding the communal dimensions of schooling and to expose current schooling practices that are most destructive of the possibility of vibrant community life. This essay notes the individual orientation in traditional liberal theory and contrasts it with the communal orientation in communitarian thinking; the dis-

tinction between the liberal emphasis on the right and the communitarian emphasis on the good; the liberal propensity for difference-blindness in policy formation against communitarian attention to particularity; and the liberal fondness for proceduralism against the communitarian allegiance to participation. Features of contemporary public schooling, such as the emphasis on individual testing and assessment, coincide with traditional liberal theory and that if public schooling were construed along lines consistent with communitarian theory the practice of assessment would be vastly different. The paper concludes that if schools move toward more emphasis on the communitarian ideal of the good with due concern for fundamental individual rights, the result will be a greater degree of democracy than traditional liberalism has allowed. Contains 13 references. (MAH)

See also "Information Analyses."

Title: The Implications of the Individualism/Communitarian Debate for Civic Education: Observations and Prejudices.

Author: Smith, Duane E.

Accession Number: ED403201

Publication Year: Oct 1996

Note: 12p.; Paper presented at the International Conference on Individualism and Community in a Democratic Society (Washington, DC, October 6-11, 1996).

Price: EDRS Price - MF01/PC01 Plus Postage.

Document Type: Conference Paper (150); Project Description (141); Position Paper (120)

Descriptors: *Citizen Participation; *Citizenship Education; Citizenship Responsibility; *Civics; Critical Thinking; Decision Making; Democracy; Educational Objectives; Higher Education; *Individualism; Intellectual History; *Liberalism; Secondary Education; *Theory Practice Relationship; Thinking Skills

Identifiers: *Communitarianism

Abstract: This paper evaluates how civic education in the United States currently is impacted by the competing theories of individualism ("liberalism") and communitarianism. Each theory's intellectual history and meaning is explained briefly. The implications of the "debate between the defenders of liberalism and their communitarian critics for civic education," although few, include: educators' excessive concern for the affairs of the community ("mandatory voluntary community service" school programs); students' ability to evaluate liberal and communitarian claims (responsibility of citizenship); students' comprehension of democratic theory and the history of democratic practice; students' behavior in terms of the requirements of basic civility and responsibility (be on time, do homework, treat others with respect); and students' awareness of and desire to experience life's possibilities (including political involvement). Comparing democracy to the theater, civic educators need to prepare their students of democratic politics, when not acting, to be an audience of "enlightened and critical viewers, readers, and listeners" who attend most (but not necessarily all) political performances. (CB)

See also "Project Descriptions and Reports" and "Speeches and Conference Papers."

Title: Improving Civic Education and Promoting Enlightened Public Engagement.

Author: Branson, Margaret Stimmann

Accession Number: ED number will be assigned.

Publication Year: 1997

Document Type: Opinion Papers (120)

Descriptors: *Civics; *Citizenship Education; *United States Government (Course); United States History; Citizenship Responsibility; Citizenship Participation; Citizen Role; *Democracy; Democratic Values; Freedom; Elementary Secondary Education; Social Studies

Identifiers: *United States Constitution

Abstract: This document argues that the goal of civic education is informed, responsible participation in political life by competent citizens committed to the fundamental values and principles of U.S. constitutional democracy. To achieve this end requires: increased attention to the subject of civic education; a nationwide effort to revitalize civic education through the development of National Standards for Civics and Government. Included in the document are an explanation of the upcoming National Assessment of Educational Progress in Civics and descriptions of the civic education programs that encourage participation (including the Center for Civic Education's "We the People..The Citizen and the Constitution" and the "We the People...Project Citizen" programs). The paper's notes include the programs' addresses. (CB)

See also "Information Analyses."

Title: Instilling Civic and Democratic Values in ALL Students: A Multicultural Perspective.

Author: Suleiman,-Mahmoud-F.; Moore,-Rock

Accession Number: ED398293

Publication Year: 1996

Note: 18 p.; Portions of this paper presented at the National Social Sciences Association Conference (Reno, NV, March 1996).

Price: EDRS Price - MF01/PC01 Plus Postage.

Document Type: Opinion Papers (120); Speeches /Meeting Papers (150)

Descriptors: Accountability-; Cultural-Differences; Elementary-Secondary-Education; Empowerment-; Equal-Education; Instructional-Leadership; School-Culture;

Teacher-Responsibility; Teaching-Methods; *Citizenship-Education; *Cultural-Awareness; *Democracy-; *Multicultural-Education; *Teacher-Role; *Values-Education

Abstract: The key elements of promoting human traits such as building trust through proactive communication, empowering individuals, affirming civic values through diversity, serving as a symbol, and increasing accountability and responsibility as they relate to teachers and students are the focus of this article, which provides educators with useful guidelines to instill these virtues in themselves and their students in U.S. schools. It also offers suggestions for playing the role of cultural mediator in democratic institutions. If teachers are to promote global and multicultural perspectives in their leadership roles, they will need to develop new plans of interaction in diverse settings. This should be the axiom on which reflection, dialogue, and action in academic institutions are based. Teachers as civic leaders must work with students and collaborate with other educators in myriad ways to create a communal democratic culture at schools. A pragmatic model is presented to enhance universal civic values. This model stresses that culturally relevant curriculum and instructional techniques should relate personally and experientially to the cognitive, academic, social, and linguistic abilities of students. Teachers are urged to diversify teaching methods and the use of teaching aids to address different avenues of learning in the interests of educational equity. (Contains 21 references.) (Author/SLD)

Title: International Ethics, Community, and Civic Education.

Author: Snauwaert,-Dale-T.

Accession Number: EJ523829

Publication Year: 1995

Journal: Peabody-Journal-of-Education; v70 n4 p119-38 Sum 1995

International Standard Serial Number: ISSN-0161-956X

Available From: UMI

Note: Theme issue title: "Education and the Liberal-Communitarian Debate."

Document Type: Opinion Papers (120); Journal Articles (080)

Descriptors: Civics-; Elementary-Secondary-Education; Ethical-Instruction; Higher-Education; Politics-of-Education; *Citizenship-Education; *Community-; *Ethics-; *Global-Approach; *International-Cooperation; *Moral-Values

Identifiers: Nuremberg-War-Trials

Abstract: Discusses community and morality in an international context, recommending a transnational ethic grounded in international custom and agreement and noting that the Nuremberg Obligation provides a foundation for such an ethic. The paper maintains that this ethic provides the moral foundation for a civic education cognizant of global interdependence. (SM)

Title: Moral, Character, and Civic Education in the Elementary School.

Author: Benninga,-Jacques-S., Ed.

Accession Number: ED396970

Publication Year: 1991

International Standard Serial Number: ISBN-0-8077-3055-6

Available From: Teachers College Press, 1234 Amsterdam Ave., New York, NY 10027 (paperback: ISBN-0-8077-3055-6, $22.95; cloth: ISBN-0-8077-3056-4, $43.95).

Note: 290 p.; Foreword by Kevin Ryan.

Price: Document Not Available from EDRS.

Document Type: Books (010); Collected Works - General (020)

Descriptors: Civics-; Elementary-School-Curriculum; Ethical-Instruction; Law-Related-Education; Moral-Issues; Moral-Values; Social-Values; Special-Needs-Students; *Citizenship-Education; *Elementary-Education; *Social-Studies

Identifiers: Peace-Education

Abstract: This collection of essays addresses the debate over moral education. The contributors deal with whether educators should influence children's value orientation through a direct program advocating restraint and higher moral standards, or whether educators should teach students to cope and adapt by providing a variety of alternatives from which the students themselves can choose. In "Part 1: Introduction," chapters include: "Moral and Character Education in the Elementary School: An Introduction" (Jacques S. Benninga); and "Doing Justice to Morality in Contemporary Values Education" (Larry P. Nucci). "Part 2: The Developmental or Indirect Approach to Moral Education" includes the following chapters: "Lawrence Kohlberg's Influence on Moral Education in Elementary Schools" (Robert W. Howard); "An Integrated Approach to Character Development in the Elementary School Classroom" (Thomas Lickona); "Democracy in the Elementary School: Learning by Doing" (Ethel Sadowsky); and "Development and Practice of Democracy in a K-8 School" (Robert J. Weintraub). "Part 3: The Character Education or Direct Approach to Moral Education" includes the following chapters: "Moral Literacy and the Formation of Character" (William J. Bennett); "Character and Academics in the Elementary School" (Edward A. Wynne); "Character Development in Small Rural Schools: Grades K-8" (JoAnne Martin-Reynolds, Bill J. Reynolds); and "Character Development at Fort Washington Elementary School" (Richard K. Sparks, Jr.). In "Part 4: Focusing on

Citizenship and Social Problem Solving" chapters include: "Promoting Civic Understanding and Civic Skills through Conceptually Based Curricula" (Alita Zurav Letwin); "Educating for Citizenship in the Early Grades" (Carolyn Pereira); "Developing Social Competence in Young Handicapped and Withdrawn Children" (James J. Fox, Mary A. McEvoy, Robert Day); and "Teaching Peace and Conflict Resolution" (Robert E. Valett). "Part 5: Epilogue" contains the final chapter, "Synthesis and Evaluation in Moral and Character Education" (Jacques S. Benninga). Contains an index. (RJC)

Title: The National Standards for Civics: A Backbone for School Curricula?
Author: Stotsky,-Sandra
Accession Number: EJ525460
Publication Year: 1994
Journal: Journal-of-Education; v176 n3 p29-38 1994
International Standard Serial Number: ISSN-0022-0574
Available From: UMI
Note: Theme issue topic: "National Learning Standards: Problems and Prospects."
Document Type: Opinion Papers (120); Journal Articles (080)
Descriptors: Citizenship-Education; Cultural-Pluralism; Educational-Improvement; Educational-Quality; Elementary-Secondary-Education; Kindergarten-; Political-Issues; *Academic-Standards; *Civics-; *Curriculum-Evaluation; *Humanities-; *Public-Schools; *Social-Sciences
Identifiers: *National-Civics-and-Government-Standards
Abstract: Views the 1994 national civics standards document as a challenging frame of vital themes and questions for school curricula in the humanities and social sciences. The author considers why this set of standards may be the most important one for schools and why they may be the most difficult to implement, even by motivated school administrators. (GR)

Title: One Teacher's Perspective: K-4 Teachers' Use of the Civics and Government Standards.
Author: Arner,-Beth
Accession Number: EJ522199
Publication Year: 1995
Journal: Social-Studies-Review; v35 n1 p10-14 Fall 1995
International Standard Serial Number: ISSN-1056-6325
Available From: UMI
Document Type: Reports - Descriptive (141); Opinion Papers (120); Journal Articles (080)
Descriptors: Class-Activities; Curriculum-Enrichment; Educational-Objectives; Educational-Policy; Educational-Quality; Elementary-Education; Social-Responsibility; Student-Needs; Teacher-Effectiveness; Teaching-Methods; Values-Education; *Citizenship-Education; *Civics-; *Classroom-Techniques; *Public-Affairs-Education; *Social-Studies; *Standards-
Identifiers: California-History-Social-Science-Framework-1988; *National-Standards-for-Civics-and-Government
Abstract: Maintains that primary age children are capable of absorbing and understanding the significant questions addressed in the National Standards in Civics and Government, if they are connected to familiar schema and experiences. Suggests incorporating knowledge of the classroom environment (rules, consensus, cooperation, and others) into lessons regarding democracy and government. (MJP)
See also "Project Descriptions and Reports."

Title: Potential of the Civics Standards in Revitalizing Civics in California Classrooms.
Author: Gibbons,-Tom
Accession Number: EJ522205
Publication Year: 1995
Journal: Social-Studies-Review; v35 n1 p38-41 Fall 1995
International Standard Serial Number: ISSN-1056-6325
Available From: UMI
Document Type: Reports - Descriptive (141); Opinion Papers (120); Journal Articles (080)
Descriptors: Civics-; Curriculum-Development; Curriculum-Enrichment; Democratic-Values; Educational-Change; Educational-Policy; Educational-Quality; Elementary-Secondary-Education; Professional-Development; Social-Responsibility; Social-Studies; Teacher-Supervision; Values-Education; *Citizenship-Education; *Educational-Objectives; *Public-Affairs-Education; *Standards-; *Teacher-Effectiveness; *Teaching-Methods
Identifiers: *National-Standards-for-Civics-and-Government
Abstract: Agrees with the National Standards emphasis on the constructivist approach, stressing students applying their knowledge through active involvement. Reiterates the value of workshops and seminars in keeping teachers abreast of developments. Proposes publicizing successful strategies and supporting innovations. (MJP)
See also "Project Descriptions and Reports."

Title: Questions and Answers: Administrator Views of the Uses and Value of the Standards.
Author: Awbrey,-Marvin
Accession Number: EJ522203
Publication Year: 1995
Journal: Social-Studies-Review; v35 n1 p30-33 Fall 1995
International Standard Serial Number: ISSN-1056-6325
Available From: UMI
Document Type: Reports - Descriptive (141); Opinion Papers (120); Journal Articles (080)

Descriptors: Civics-; Curriculum-Enrichment; Democratic-Values; Educational-Policy; Educational-Quality; Elementary-Secondary-Education; Social-Studies; Student-Needs; Teacher-Effectiveness; Values-Education; *Citizenship-Education; *Curriculum-Development; *Educational-Objectives; *Public-Affairs-Education; *School-Administration; *Standards-

Identifiers: *National-Standards-for-Civics-and-Government

Abstract: Considers the controversy over national education standards and evaluates their potential in the classroom. Specifically, looks at staff development and the goals of school administrators in the light of the recent National Standards in Civics and Government. Postulates that classrooms can become living laboratories for American democracy. (MJP)

See also "Project Descriptions and Reports."

Title: Rethinking Democratic Education: The Politics of Reform.

Author: Steiner,-David-M.

Accession Number: ED393718

Publication Year: 1994

International Standard Serial Number: ISBN-0-8018-4842-3

Available From: The Johns Hopkins University Press, 2715 N. Charles Street, Baltimore, MD 21218-4319 ($32.95).

Note: 253 p.

Price: Document Not Available from EDRS.

Document Type: Books (010); Opinion Papers (120)

Descriptors: Change-Strategies; Educational-Environment; Educational-Improvement; Educational-Philosophy; Foundations-of-Education; Freedom-; Personal-Autonomy; Philosophy-; Self-Determination; *Democracy-; *Democratic-Values; *Educational-Change; *Intellectual-Freedom; *Political-Science

Abstract: This book argues that democratic education should equip citizens to be "the measure of all things." The volume contends that the voices of society should develop the skills of questioning, criticizing, and reconstructing the language of the day in order to dissect the rhetoric of politics, economy, and culture. But the volume asserts that these are not the skills being encouraged in today's educational reform efforts nor in colleges and universities. Using a variety of sources including the works of John Dewey, Greek drama, postmodernist philosophy, and contemporary educational reform literature, the book presents a conception of education through which the citizens of tomorrow might be readied for the task of lifelong measurement of self and world. Chapters include: (1) "The Politics of Reform"; (2) "The Buried Triangle: Democracy, Philosophy, and Education in Ancient Athens"; (3) "Rousseau and the Education of Restraint"; (4) "The Education of the Sovereign"; (5) "Dewey and the Vocabulary of Growth"; (6) "The Education of Experience: The Politics of Language and Science"; and (7) "Thinking to Learn." (EH)

See also "Information Analyses."

Title: The Role of Civic Education. Task Force on Civic Education Paper.

Author: Quigley, Charles

Accession Number: ED403203

Corporate Sponsor: Communitarian Network, Washington, DC.

Publication Year: 1995

Note: 18 p.

Price: EDRS Price - MF01/PC01 Plus Postage.

Document Type: Position Paper (120); Project Description (141)

Descriptors: *Citizen Participation; Citizen Role; *Citizenship; *Citizenship Education; Citizenship Responsibility; *Civics; *Democracy; Democratic Values; *Educational Innovation; Educational Objectives; Elementary Secondary Education; Social Studies

Identifiers: *Character Education; Communitarianism

Abstract: Civic education is essential for sustaining constitutional democracy in the United States, a country with the world's oldest constitutional democracy with political institutions whose philosophical foundations serve as a model for aspiring peoples around the world. This task force paper involves a nation-wide discussion of civic education, what its principal goals should be, and how civic education can be revitalized. The paper answers the following questions: "What is civic education and what should its principal goals be?"; "What evidence is there of the need to improve civic education?"; "What is the relationship of civic education and character education?"; What are the characteristics of successful programs in civic education?"; and "How can civic education be revitalized?" (Contains 25 references.) (CB)

See also "Project Descriptions and Reports."

Title: The Role of Education and Training in Local Democracy.

Author: Herve, Michel

Accession Number: EJ537205

Journal: Vocational Training: European Journal; n6 p69-71 Sep-Dec 1995

International Standard Serial Number: ISSN-0378-5068

Document Type: Position Paper (120); Journal Article (080)

Descriptors: *Democracy; Educational Change; Foreign Countries; Government Role; Local Government; *Role of Education; *Training

Identifiers: France
Abstract: A French mayor reflects on how he is confronted with the double needs of training and democracy, becoming the organizer of a vast educational market. He proposes educational reform on the basis of two axioms: (1) decompartmentalization of areas of knowledge and (2) the necessity of learning to learn. (SK)

Title: Students Don't Understand Democracy? Look to Journalism Education.
Author: Martinson,-David-L.
Accession Number: EJ529124
Publication Year: 1996
Journal: Clearing-House; v69 n3 p163-65 Jan-Feb 1996
International Standard Serial Number: ISSN-0009-8655
Document Type: Opinion Papers (120); Journal Articles (080)
Descriptors: Secondary-Education; *Citizenship-Education; *Journalism-Education; *Speech-Communication
Abstract: Argues that journalism and communications instruction at the secondary level should not focus on production techniques, but rather should serve as a laboratory for citizenship training, helping to prepare young people to be more informed and effective citizens. (SR)

Title: Surviving between a Rock and a Hard Place.
Author: Winkler,-Jan
Accession Number: EJ523008
Publication Year: 1996
Journal: Higher-Education-Review; v28 n2 p40-47 Spr 1996
International Standard Serial Number: ISSN-0018-1609
Available From: UMI
Document Type: Reports - Descriptive (141); Opinion Papers (120); Journal Articles (080)
Descriptors: Change-Strategies; Educational-Change; Foreign-Countries; Government-Role; International-Cooperation; *Democratic-Values; *Economic-Change; *Free-Enterprise-System; *Higher-Education; *Social-Change; *Social-Stratification
Identifiers: *Czech-Republic
Abstract: Perceived dangers to democratic development in the Czech society and, by extension, to higher education there, are examined, including commercialization combined with overt social stratification creating resentment and culture shock; termination of price control and guaranteed employment; withdrawal of state subsidies from popular and important institutions; and disappointment from less-than-expected Western aid and investment. (Author/MSE)
See also "Project Descriptions and Reports."

Title: A Teacher's Thoughts on Grades 5-8 Citizenship: The Role of the Civics and Government Standards.
Author: Smith,-Dana-James
Accession Number: EJ522201
Publication Year: 1995
Journal: Social-Studies-Review; v35 n1 p20-23 Fall 1995
International Standard Serial Number: ISSN-1056-6325
Available From: UMI
Document Type: Reports - Descriptive (141); Opinion Papers (120); Journal Articles (080)
Descriptors: Citizen-Participation; Class-Activities; Classroom-Techniques; Constitutional-History; Curriculum-Enrichment; Educational-Quality; Instructional-Innovation; Middle-Schools; Public-Affairs-Education; Role-Playing; Social-Responsibility; Social-Studies; Teacher-Effectiveness; *Citizenship-Education; *Civics-; *Democratic-Values; *Educational-Objectives; *Law-Related-Education; *Standards-
Identifiers: Blooms-Taxonomy; California-History-Social-Science-Framework-1988; *National-Standards-for-Civics-and-Government
Abstract: Discusses the National Standards use of Bloom's Taxonomy and how it relates to increasing levels of expectations for students. Includes several examples illustrating middle school level expectations, such as distinguishing between governments with a constitution and constitutional governments. Maintains that effective civics education can offset students' feelings of powerlessness. (MJP)
See also "Project Descriptions and Reports."

Title: Teaching Democracy by Being Democratic. Praeger Series in Transformational Politics and Political Science.
Author: Becker, Theodore L., Ed.; Couto, Richard A., Ed.
Accession Number: ED number will be assigned.
Publication Year: 1996
International Standard Serial Number: ISBN-0-275-95553-2; ISSN-1061-5261
Document Type: Books (010); Opinion Papers (120)
Note: 184 p.; Foreword by James MacGregor Burns.
Available From: Praeger Publishers, 88 Post Road West, Westport, CT 06881 ($18.95 pbk.).
Descriptors: *Citizenship Education; Citizenship; *Civics; *United States Government (Course); Theory Practice Relationship; Democracy; *Democratic Values; Citizen Participation; Citizen Role; *Service Learning; Experiential Learning; *School Community Relationship; School Community Programs; Public Service; Student Volunteers; Student Participation; Student Empowerment; Conflict Resolution; Problem Solving; Higher Education; Political Science; Politics
Identifiers: Televote
Abstract: The best way to teach democracy has been the subject of an ongoing debate for 2,500 years. Unlike

most books about teaching democracy, this one spends more time on how to teach democracy than the what and why of teaching democracy. It punctures the irony of teaching democracy by lectures and superior teachers. In its place, the eight contributors to this book provide a variety of illustrations for the teaching of democracy in an experiential and egalitarian fashion. The introduction presents a theoretical and analytical framework of democracy and democratic pedagogy. The six chapters cover topics such as structuring a democratic classroom; democratic practices that empower students; problem solving and community service that make the classroom a laboratory for democracy; and university-based programs of democratic alternatives that serve the community. The volume's treatment of community organization, students as collaborators, personal empowerment, the "community of need and response," and the democratic organization expresses its preference for direct democratic participation. By linking theory to practice, teachers and other readers will learn much from this volume about tested techniques in teaching democracy by being democratic in the classroom. An 86-item bibliography organized by books, articles, and book chapters as well as an index are included. (CB)

Title: Teaching Economic Citizenship.
Author: Messick, Richard E.
Accession Number: ED402256
Corporate Sponsor: Freedom House, Washington, DC.
Publication Year: 1996
Note: 16p.; Paper presented at the CIVITAS Panamericano Conference (Buenos Aires, Argentina, October 1996).
Price: EDRS Price - MF01/PC01 Plus Postage.
Document Type: Conference Paper (150); Position Paper (120)
Descriptors: Citizenship; *Citizenship Education; *Civics; Course Content ; Curriculum Enrichment; *Democracy; *Economics; *Economics Education; Free Enterprise System; *Instructional Development; Secondary Education; Social Studies; Teaching Methods
Abstract: Because most countries in the western hemisphere have rejected authoritarian governments and economic policies for more democratic governments and freer economies, schools have a responsibility to help maintain democracy by teaching their students to take an active role in deciding both their political and economic futures. Healthy democracies demand students, who as adult citizens, understand, assert, and take responsibility for their fundamental political and economic rights. However, it is uncommon for students to learn about citizenship in terms of economic rights—the freedom to hold property, to earn a living and form associations, to operate a business, to invest one's earnings, to trade internationally, and to participate in the market economy. Traditionally, when it comes to the economy mainly abstract theoretical concepts (flow of money, goods, and services, supply and demand) are taught. Often lacking theoretical inclinations, students understand economic concerns better in terms of how to get jobs or how to borrow enough money to buy vehicles or other things they need. Wage and property concerns such as these can be used by teachers to educate students about the economic dimension of citizenship—the choices and limitations each individual has for participating in economic life as an individual and through trade unions, cooperatives, corporations, and other voluntary associations. Specific learning activities and classroom techniques for enhancing economic citizenship education are proposed in the following sections of the paper: "The Individual and the Market Economy"; "Economic Rights and Economic Freedom"; "The Conditions Required for Citizens to Exercise their Economic Rights"; and "Evaluating Economic Freedom." (CB)
See also "Speeches and Conference Papers."

Title: Using National Standards for H.S. History and Civics: A Teacher's Perspective.
Author: Mohatt,-Everett
Accession Number: EJ522202
Publication Year: 1995
Journal: Social-Studies-Review; v35 n1 p24-29 Fall 1995
International Standard Serial Number: ISSN-1056-6325
Available From: UMI
Document Type: Reports - Descriptive (141); Opinion Papers (120); Journal Articles (080)
Descriptors: Citizen-Participation; Curriculum-Enrichment; Democratic-Values; Educational-Objectives; Educational-Quality; Law-Related-Education; Parent-Role; Secondary-Education; Social-Responsibility; Social-Studies; Student-Needs; Teacher-Effectiveness; *Citizenship-Education; *Civics-; *Classroom-Techniques; *Instructional-Innovation; *Public-Affairs-Education; *Standards-
Identifiers: *National-Standards-for-Civics-and-Government
Abstract: Elaborates on specific ways that the National Standards can improve high school civics education. Suggests three interrelated key approaches: adapting the standards to current textbooks, making the course practical for each individual student, and utilizing them to involve the whole class. (MJP)
See also "Project Descriptions and Reports."

Title: Using the National Standards for Grades 4-6: A Teacher's View.
Author: Coleman,-Rhoda
Accession Number: EJ522200

Publication Year: 1995
Journal: Social-Studies-Review; v35 n1 p16-19 Fall 1995
International Standard Serial Number: ISSN-1056-6325
Available From: UMI
Document Type: Reports - Descriptive (141); Opinion Papers (120); Journal Articles (080)
Descriptors: Civics-; Class-Activities; Democratic-Values; Education-; Educational-Objectives; Educational-Quality; Elementary-Education; Instructional-Innovation; Intermediate-Grades; Middle-Schools; Role-Playing; Social-Studies; Student-Needs; Teacher-Effectiveness; Values-Education; Writing-Assignments; *Citizenship-Education; *Classroom-Techniques; *Curriculum-Enrichment; *Standards-
Identifiers: *National-Standards-for-Civics-and-Government
Abstract: Outlines uses of participatory activities suggested for middle school students in the National Standards in Civics and Government. One fifth-grade group studied drug and alcohol problems from a constitutional perspective. Another simulation involved students role playing interest groups lobbying a senator about legislation concerning smoking. (MJP)
See also "Project Descriptions and Reports."

Title: The Value of the Civics Standards: A History-Social Science Consultant's Perspective.
Author: Hatcher,-Carol
Accession Number: EJ522204
Publication Year: 1995
Journal: Social-Studies-Review; v35 n1 p34-37 Fall 1995
International Standard Serial Number: ISSN-1056-6325
Available From: UMI
Document Type: Reports - Descriptive (141); Opinion Papers (120); Journal Articles (080)
Descriptors: Curriculum-Development; Curriculum-Enrichment; Educational-Change; Educational-Objectives; Educational-Policy; Educational-Quality; Elementary-Secondary-Education; Global-Approach; Social-Responsibility; Social-Studies; Values-Education; *Citizenship-Education; *Civics-; *Public-Affairs-Education; *Standards-; *Student-Needs; *Teacher-Effectiveness
Identifiers: *National-Standards-for-Civics-and-Government
Abstract: Endorses the National Standards for specifying what students should know and be able to do, as well as providing guidelines for demonstrating competency. Stresses that supervisors and teachers, working together and using the standards, can provide a consistent and sequential learning environment. (MJP)
See also "Project Descriptions and Reports."

Title: What Americans Know about Politics and Why It Matters.
Author: Delli Carpini, Michael X.; Keeter, Scott
Accession Number: ED number will be assigned.
Publication Year: 1996
Note: 397 p.
International Standard Serial Number: ISBN-0-300-06256-7
Document Type: Books (010); Opinion Papers (120)
Available From: Yale University Press, New Haven, CT.
Descriptors: Citizenship Education; *Civics; *United States Government (Course); *Citizen Participation; Citizen Role; Citizen Responsibility; Citizenship; *Public Opinion; Politics; Political Science; *Political Attitudes; Political Influences; Political Issues; Political Power; *Behavior Patterns; Democracy; Democratic Values; Ideology; Higher Education
Abstract: This book is a comprehensive analysis of the public's factual knowledge of politics. Drawing on extensive survey data, including much that is original, two experts in public opinion and political behavior find that many citizens are remarkably well informed about the details of politics, while equally large numbers are nearly ignorant of political facts. And despite dramatic changes in U.S. society and politics, citizens appear no more or less informed today than half a century ago. The study demonstrates that informed persons are more likely to participate, better able to discern their own interests, and more likely to advocate those interests through political actions. Who, then, is politically informed? The data provide compelling evidence that whites, men, and older, financially secure citizens have substantially more knowledge about national politics than do blacks, women, young adults, and financially less-well-off citizens. Thus citizens who are most disadvantaged socially and economically are least able to redress their grievances politically. Yet a broader and more equitably informed populace is possible. The challenge to the United States lies in providing an environment in which the benefits of being informed are clearer, the tools for gaining information more accessible, and the opportunities to learn about politics more frequent, timely, and equitable. A 400 plus item bibliography, an index, and detailed notes are included. (CB)

PROJECT DESCRIPTIONS and REPORTS

(Descriptions, evaluations, and reports on projects.)

Title: APSA Guidelines for Teacher Training. Recommendations from the American Political Science Association for Certifying Precollegiate Teachers of Civics, Government, and Social Studies.

Corporate Sponsor: American Political Science Association, Washington, D.C.

Accession Number: ED number will be assigned.

Publication Year: 1995

Document Type: Reports - Descriptive (141)

Available From: American Political Science Association, 1527 New Hampshire Avenue, NW, Washington, D.C. 20036.

Descriptors: *Political Science; *Teacher Education; *Student Teachers; Higher Education; Social Sciences; *Civics; Elementary Secondary Education; Preservice Education; *Teacher Education Curriculum; *Methods Courses

Identifiers: *American Political Science Association

Abstract: These guidelines provide recommendations for certifying precollegiate teachers of civics, government, and social studies. The guidelines are intended for reference and use by: (1) colleges and universities with programs that certify elementary, middle, and high school social studies, civics and government teachers; (2) state education agencies that establish standards for certifying or licensing these teachers; (3) agencies that evaluate and accredit teacher education programs; (4) professional organizations for precollege teachers; (5) organizations that are examining and proposing reforms in precollegiate education; (6) political science departments in colleges and universities who are responsible, wholly or in part, for providing courses to be taken by teachers seeking certification in social studies, civics and government. Specific objectives and course recommendations are listed. (EH)

Title: Adult Civic Involvement in the United States. 1996 National Household Education Survey.

Author: Nolin, Mary Jo; And Others

Accession Number: ED number will be assigned.

Corporate Sponsor: National Center for Education Statistics, Washington, DC.

Sponsoring Agency: Department of Education, Washington DC.

Publication Date: 1997

Document Type: Reports - Descriptive (141)

Available From: National Library of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5574, 800-424-1616 (outside Washington Area), 202-219-1692 (local), or FAX request to 202-219-1693.

Descriptors: Higher Education; *Citizenship Education; *Citizen Participation; Civics; National Surveys; *Political Attitudes; Public Opinion; Citizenship Responsibility; Public Affairs Education; Social Responsibility; *Community Involvement; Citizen Role; *Reading Habits; Politics; Social Attitudes; Social Action; Community Action

Abstract: This report presents data on the civic involvement of U.S. adults, including sources of information, community and political participation, and attitudes toward government and democratic principles. The data are from the 1996 National Household Education Survey, Adult Civic Involvement component. A brief summary of the data is included in the Highlights section. An overview of the survey methodology is profiled in Technical Notes. The majority of the information is expressed in statistical tables correlating participant characteristics (age, sex, education, household income) with responses to the phone survey questions. Regarding sources of information, adults were asked about their reading habits and activities. The survey revealed that the percentage of adults who read the national news in a newspaper or news magazine almost daily increased with each age category from eighteen to fifty-five and older. Two five-item sets of questions about the government were included in the survey. An adult's highest level of education was related to their score on this knowledge index. The poll also collected information on community participation, defined as membership in an organization, attending religious services on a regular basis, or participating in community service. Voting and five other types of political participation were measured, as well as skills related to civic participation. In addition, adults were asked their opinion about statements related to political efficacy and democratic values. The survey also asked for opinions on four potential actions that might improve public education. (MJP)

Title: Aesthetics and Civics. Cultural Dimension of Civic Education.

Author: Mistrik, Erich

Accession Number: ED400222

Corporate Sponsor: Ministry of Education, Bratislava (Slovakia).

Sponsoring Agency: European Community, Brussels (Belgium).

Publication Year: 1996

Note: 109p.; Translated by Svatava Simkova, Jan Strelinger, and Jarmila Drozdikova.

International Standard Serial Number: ISBN-80-85518-40-6

Price: EDRS Price - MF01/PC05 Plus Postage.
Document Type: Project Description (141)
Descriptors: Aesthetic Education; Aesthetics; Aesthetic Values; Citizenship; *Citizenship Education; *Civics; Cultural Awareness; Cultural Background; Cultural Context; Cultural Enrichment; Cultural Literacy; Cultural Maintenance; Democracy; Foreign Countries
Identifiers: *Slovakia
Abstract: This book is a reaction to the general neglect of cultural behavior education within civic education. It points to the particular problems, in the European context, of civic education in Slovakia. Concentration is on the main ideas of the PHARE project "Education for Citizenship and European Studies." Key ideas from the Department of Ethic and Civic Education at the Faculty of Education, Comenius University, in Bratislava (Slovakia) and ideas about new concepts for civic education and teacher training also are presented here. The humanistic ideals of Carl R. Rogers and Wolfgang Welsch's postmodern perception of culture both influence this material. Chapter 1 discusses the importance of culture, priorities of contemporary Slovak culture, and the aims of cultural education of citizens. In chapter 2, the nature of aesthetics and a nonclassical version of aesthetic education are explored. Chapter 3 looks at the nature of civic education and multiculturalism in civic education. Chapter 4 is about teaching aesthetics in civic education. The final chapter covers civics teacher training. References follow each chapter. (LAP)

Title: Amending and Defending Our Codes and Commissions. Focus on Human Rights.
Author: Mock, Karen
Accession Number: EJ538400
Journal: Canadian Social Studies; v31 n1 p12-13,15 Fall 1996
International Standard Serial Number: ISSN-1191-162X
Document Type: Project Description (141); Journal Article (080)
Descriptors: Civil Liberties; *Civil Rights; *Civil Rights Legislation; Disability Discrimination; *Equal Protection; *Federal Legislation; *Federal Regulation; Foreign Countries; Government School Relationship; Higher Education; Human Dignity; Law Related Education; Politics of Education; *Social Discrimination
Identifiers: *Canada
Abstract: Provides a concise overview of Canada's many provincial and federal human rights codes. The codes address issues of discrimination and harassment based on race, religion, creed, color, national origin, and/or gender. Discusses the commissions that oversee these codes and gives examples of specific provisions. (MJP)

Title: America as Global Actor: The U.S. Image around the World.
Corporate Sponsor: United States Information Agency, Washington, DC. Office of Research and Media Reaction.
Accession Number: ED number will be assigned.
Publication Year: Jan 1995
Document Type: Reports - Descriptive (141)
Descriptors: Higher Education; Global Approach; World Affairs
Identifiers: *United States Information Agency
Abstract: This report examines how other countries view the United States as a military power, diplomatic leader; United Nations leader; a World Bank member involved with loans and aid to other countries; trade, commercial partner; and cultural decision maker. Public opinion data on attitudes from throughout the world offer observations about how the United States interacts in world affairs. The image of the United States as interlocutor, partner, friend, rival, and enemy are all analyzed. Two appendices and four referenced bibliographies conclude the text. (JAG)

Title: Aristotle, Camus, and Teaching and Learning about Citizenship.
Author: Spurgeon,-Chris
Accession Number: EJ522240
Publication Year: 1995
Journal: Westminster-Studies-in-Education; v18 p15-26 1995
International Standard Serial Number: ISSN-0140-6728
Available From: UMI
Document Type: Reports - Descriptive (141); Guides - Non-classroom (055); Journal Articles (080)
Descriptors: Civics-; Creative-Teaching; Curriculum-Enrichment; Ethical-Instruction; Moral-Issues; Public-Affairs-Education; Secondary-Education; Social-Responsibility; Student-Reaction; Thematic-Approach; *Citizenship-Education; *Citizenship-Responsibility; *Democratic-Values; *Existentialism-; *Interdisciplinary-Approach; *Values-Education
Identifiers: Aristotle-; The-Stranger; *Camus-Albert
Abstract: Describes a high school citizenship class unit that contrasted Aristotle's concept of a public citizen with the actions of Meursault in Albert Camus's "The Stranger." Through writing assignments and class activities, the students connected their own ideas of citizenship, freedom, and conformity with Aristotelian and existentialist concepts. (MJP)
See also "Guides."

Title: Assessing Democracy Assistance: The Case of Romania.
Author: Carothers, Thomas

Accession Number: ED number will be assigned.
Publication Year: 1996
International Standard Serial Number: ISBN-0-87003-102-3
Document Type: Books (010); Reports - Descriptive (141)
Note: 144 p.; Foreword by Morton I. Abramowitz.
Available From: The Brookings Institution (Distributor for Carnegie Endowment for International Peace), Department 029, Washington, DC 20042-0029.
Descriptors: Citizenship Education; Social Studies; Current Events; World Problems; World Affairs; *Democracy; Democratic Values; Freedom; *Technical Assistance; Consultation Programs; International Relations; International Programs; International Educational Exchange; International Education; Government Role; Government (Administrative Body); *Politics; Political Science; *Foreign Policy; Policy Formation; Policy; *Policy Analysis; Developing Nations; Developed Nations; Foreign Culture; *Foreign Countries; Human Resources; Sustainable Development; Modernization; Higher Education
Identifiers: *Romania
Abstract: In recent years, assistance aimed at promoting democracy abroad has become a major component of U.S. foreign aid and of the U.S. government's post-Cold War policy of seeking to enlarge the international community of democratic nations. Despite its rapid growth, however, democracy assistance remains poorly understood in practice, and its value is frequently questioned. This landmark study, an examination of U.S. democracy assistance efforts in Romania, is a comprehensive analysis of the workings and failings of U.S. democracy assistance in one country. Based on extensive field research, the study provides applicable answers to key questions about the value, strategies, methods, and future of such assistance. Beginning with an introduction in chapter 1, chapter 2, "Politics, Policies, and Assistance," presents the political context, provides an overview of U.S. democracy assistance to Romania, and examines the place of democracy assistance in U.S. policy. In chapter 3, "Focal Points of the Assistance," political parties, elections, rule of law, parliament, civil society, trade unions, and the media are explored. Chapter 4, "Impact and Other Inquiries," evaluates the following: the question of effects; strategy; implementation; conflicting perceptions and understandings; and comparing U.S. and European assistance. Chapter 5 offers conclusions. Chapter notes and an index also are included. (CB)

Title: Bringing the World into the Classroom: POS302-L—The Race and Ethnicity Seminar Discussion List.
Author: Klass, Gary M.
Accession Number: EJ534992
Journal: PS: Political Science and Politics; v28 n4 p723-25 Dec 1995
Note: Article part of a symposium: "Using the Internet in the Political Science Classroom."
International Standard Serial Number: ISSN-1049-0965
Document Type: Project Description (141); Journal Article (080)
Descriptors: Computer Mediated Communication; *Computer Uses in Education; *Discussion (Teaching Technique); Discussion Groups; Educational Change; Educational Technology; *Electronic Mail; Ethnicity; Higher Education; Instructional Innovation; *Internet; *Political Science; *Race; Research Tools; Seminars; Teaching Methods; Technological Advancement; World Wide Web
Abstract: Describes an upper-level undergraduate seminar on race, ethnicity, and social inequality that included an Internet discussion list consisting of over 300 faculty, students, and administrators from around the world. Discusses organizational and pedagogical challenges involved in creating and maintaining the list. (MJP)

Title: Building Civic Education in Bosnia.
Author: Feichter, Pat; And Others
Accession Number: EJ536761
Journal: Social Education; v60 n7 p426-27 Nov-Dec 1996
International Standard Serial Number: ISSN-0037-7724
Document Type: Project Description (141); Journal Article (080)
Descriptors: *Civics; *Culture Contact; Democracy; *Democratic Values; Foreign Countries; Global Education; *International Education; International Relations; Law Related Education; Secondary Education; Social Change; Social Studies; *Teaching Experience; *War
Identifiers: *Bosnia
Abstract: Presents three brief articles recalling US teachers' experiences conducting civic education workshops in Bosnia. Pat Feichter writes "Would I Return? In a Heartbeat." Gail Huschle examines "Beauty in the Midst of Devastation." Mary Bristol considers "Making Connections between Cultures." (MJP)

Title: Civic Education in the Czech Republic. ASHE Annual Meeting Paper.
Author: Mauch,-James
Accession Number: ED391431
Publication Year: 1995
Note: 11 p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando, FL, November 2-5, 1995).
Price: EDRS Price - MF01/PC01 Plus Postage.
Document Type: Speeches /Meeting Papers (150); Reports - Descriptive (141)

Descriptors: Citizen-Participation; Citizenship-Responsibility; Civics-; Course-Content; Critical-Thinking; Curriculum-Design; Educational-History; Educational-Objectives; Elementary-Secondary-Education; Foreign-Countries; Government-School-Relationship; Higher-Education; Political-Attitudes; Politics-of-Education; *Citizenship-Education; *Educational-Change

Identifiers: Communist-Party; Soviet-Education; Soviet-Pedagogy; USSR-; *ASHE-Annual-Meeting; *Czech-Republic

Abstract: This paper describes some aspects of the transition taking place in Czech educational efforts since the "Velvet Revolution" of 1989, particularly changes in the teaching of civic education in the schools. The paper takes the position that governments find it important to mold new generations in areas of civic responsibility, whatever the nature of those governments, however controlling or free they may be. The paper is based on exploratory interviews with students, faculty, and administrators at the University of South Bohemia and at the Ministry of Education in 1992-94, as well as a limited review of the literature. A section on education under Communism describes the 40 year effort to remold Czechoslovak education in the image and likeness of the Soviet Union's education system and following the principles of international communism. The next several sections describe the transitions to a post-communist educational system in basic education, secondary education, higher education and civic education. A section devoted to the transition period following the revolution goes into greater detail on the content of a new civic education which is seen as having the goal of providing students with the skills for individual responsibility and social participation, with ethical values, and with the ability to think critically. A final section offers recommendations for planning civic education curricula. (Contains 15 references.) (JB)

See also "Speeches and Conference Papers."

Title: Civic Education Reform in the Context of Transition.

Author: Kalous, Jaroslav

Accession Number: ED402255

Publication Year: 1996

Note: 9p.; Paper presented at the International Conference on Individualism and Community in a Democratic Society (Washington, DC, October 6-11, 1996).

Price: EDRS Price - MF01/PC01 Plus Postage.

Document Type: Conference Paper (150); Project Description (141)

Descriptors: Change Agents; *Citizenship Education; *Communism; *Curriculum Development; *Educational Change; *Educational Development; Educational Environment; Educational Experiments; Educational Innovation; Foreign Countries; Higher Education; *Politics of Education; Social Change

Identifiers: *Czech Republic; Europe (Central); Europe (East)

Abstract: Defining civic education reform in the Czech Republic since 1989 in terms of its post-communist transition, this paper contends that the breadth, depth, and range of educational reforms proposed or already adopted in Central and Eastern European societies is extensive, involving most areas of education (curricula, educational legislation, management, new types of school and university institutions, and the system's overall structure, administration, and financing). The document includes explanations of Czech Republic education reforms from political, historical, and sociological perspectives: "Character of Our Educational Reform"; "'Anomie' and 'Crisis'"; "The Heritage of the Communist Regime"; "The Role of Pre-war Models and Traditions"; "The Influences of Political Doctrines"; "The Legislative Framework"; "The Role of Public Opinion and the Media"; "General Principles and Main Problems of Curriculum Reform"; and "Conclusions." After a seven-year transitional process that has opened up the education system to local and individual initiatives with relatively minor State involvement, the next phase of reform in the Czech Republic (and Central and Eastern Europe) requires collaborative discussions on the goals of education and curriculum content.(CB)

See also " Speeches and Conference Papers."

Title: Civic Virtues and Public Schooling: Educating Citizens for a Democratic Society.

Author: White,-Patricia

Accession Number: ED399209

Publication Year: 1996

International Standard Serial Number: ISBN-0-8077-3499-3

Available From: Teachers College Press, Columbia University, 1234 Amsterdam Avenue, New York, NY 10027 (paperback: ISBN-0-8077-3499-3; cloth: ISBN-0-8077-3500-0).

Note: 103 p.

Price: Document Not Available from EDRS.

Document Type: Books (010); Reports - Descriptive (141)

Descriptors: Elementary-Secondary-Education; Friendship-; Integrity-; Philosophy-; Self-Esteem; Social-Studies; Trust-Psychology; *Citizenship-Education; *Ethics-; *Humanistic-Education; *Moral-Values; *Public-Schools

Abstract: This book examines the role teachers and schools can and should play in educating young people to become good citizens in a democratic society. This book is about becoming and being civil in the everyday

world that all live in and how certain virtues and values of ordinary people stand out as important to the maintenance and flourishing of a democratic ethos in an open, pluralistic society. Chapters include: (1) "Education and Democratic Dispositions"; (2) "Hope and Confidence"; (3) "Courage"; (4) "Self-Respect and Self-Esteem"; (5) "Friendship"; (6) "Trust"; (7) "Honesty"; (8) "Decency and Education for Citizenship"; and (9) Concluding Remarks. (EH)

Title: Civics Framework for the 1998 National Assessment of Educational Progress.

Corporate Sponsor: Council of Chief State School Officers, Washington, DC; Center for Civic Education, Calabasas, CA; American Institutes for Research in the Behavioral Sciences, Palo Alto, CA

Accession Number: ED number will be assigned.

Sponsoring Agency: National Assessment Governing Board, Washington, DC.

Publication Year: 1996

Document Type: Reports - Descriptive (141)

Available From: National Assessment for Educational Progress, 800 North Capitol Street NW, Suite 825, Washington, DC 20002.

Descriptors: Elementary Secondary Education; Grade 4; Grade 8; Grade 12; *Educational Assessment; Student Surveys; *National Surveys; *Evaluation Methods; *Civics; Citizenship Education; Law Related Education; Social Studies; Educational Objectives; Educational Needs; *Educational Research; Research Design; *Knowledge Level; Educational Background

Identifiers: *National Assessment for Educational Progress

Abstract: The material provides a comprehensive look at the design, goals, and methods to be used in the 1998 National Assessment of Educational Progress (NAEP) Civics Assessment. This assessment will attempt to gauge the civic knowledge and skills of the nation's 4th-, 8th-, and 12th grade students. To do well on the assessment students will have to show broad knowledge of the U.S. constitutional system and the workings of civil society. They also will be required to demonstrate a range of intellectual skills; identifying and describing important information, as well as, evaluating information and defending positions with appropriate evidence and careful reasoning. The 1998 Civics Framework outlines the components and methodology used in the assessment and discuses the current status of civics and government instruction, as well as past NAEP assessments. The Framework lists five enduring and significant questions that frame the knowledge component of the assessment: (1) What are civic life, politics, and government? (2) What are the foundations of the American political system? (3) How does the government established by the constitution embody the principles, purposes, and values of American democracy? (4) What is the relationship of the United States to other nations and to world affairs? (5) What are the roles of citizens in American democracy? The Framework identifies key components of intellectual and participatory skills such as explaining, analyzing, interacting, and monitoring. The guide also describes expected knowledge for each grade level as well as terminology used in the assessment. Various appendices listing goals and corresponding grade levels in tabular formats conclude the document. (MJP)

Title: Civics Is Not Enough: Teaching Barbarics in K-12.

Author: Hibbing,-John-R.; Theiss-Morse,-Elizabeth

Accession Number: EJ533336

Publication Year: 1996

Journal: PS:-Political-Science-and-Politics; v29 n1 p57-62 Mar 1996

International Standard Serial Number: ISSN-1049-0965

Note: Symposium: Political Scientists Examine Civics Standards.

Document Type: Reports - Descriptive (141); Journal Articles (080)

Descriptors: Citizenship-Education; Educational-Assessment; Educational-Improvement; Educational-Quality; Elementary-Secondary-Education; Law-Related-Education; Political-Issues; Political-Power; Politics-of-Education; Public-Opinion; *Academic-Standards; *Civics-; *Democracy-; *Educational-Background; *Knowledge-Level; *Political-Science

Identifiers: *National-Standards-for-Civics-and-Government

Abstract: Criticizes K-12 civics and government education for focusing on the various components of government and creating a sanitized vision of how democracy works. Argues that conflict and compromise are parts of the democratic process rather than aberrations. Recommends a shift in focus on both the secondary and postsecondary levels. (MJP)

Title: Civil Society in Democracy's Third Wave: Implications for Civic Education.

Author: Patrick, John J.

Accession Number: EJ536756

Journal: Social Education; v60 n7 p414-17 Nov-Dec 1996

International Standard Serial Number: ISSN-0037-7724

Language: English

Document Type: Project Description (141); Journal Article (080)

Descriptors: *Citizenship Education; Citizenship Responsibility; Civics; *Democracy; Democratic Values; Developing Nations; Foreign Countries; *Global Edu-

cation; *Government (Administrative Body); Law Related Education; Political Power; *Power Structure; Secondary Education; *Social Change; Social Responsibility; Social Studies

Identifiers: *Third Wave Democracies

Abstract: Reviews the trend toward democracy in former totalitarian states. Emphasizes the need of newly democratic countries to establish strong civil societies in which nongovernmental institutions and associations flourish. Discusses the strengths and weaknesses of emerging democracies. (MJP)

Title: Class Action: Students Learn Rights and Responsibilities through Law-Related Education.

Author: Aronson,-David

Accession Number: EJ533597

Publication Year: 1996

Journal: Teaching-Tolerance; v5 n1 p43-47 Spr 1996

International Standard Serial Number: ISSN-1066-2847

Document Type: Reports - Descriptive (141); Journal Articles (080)

Descriptors: Case-Studies; High-Schools; Laws-; Social-Studies; Student-Rights; Student-Role; Values-Education; *Citizenship-Education; *Courts-; *High-School-Students; *Law-Related-Education; *Student-Responsibility; *Teaching-Methods

Abstract: Proponents of law-related education in high school assert that an understanding of legal principles is essential for the maintenance of a tolerant pluralistic society. The law-related education curriculum uses mock trials and case studies to teach the principles of the judicial system. (SLD)

Title: Community and Individuality in Civic Education for Democracy.

Author: Patrick, John J.

Accession Number: ED403205

Publication Year: Oct 1996

Note: 13 p.; Paper presented at the International Conference on Individualism and Community in a Democratic Society (Washington, DC, October 6-11, 1996).

Price: EDRS Price - MF01/PC01 Plus Postage.

Document Type: Conference Paper (150); Project Description (141)

Descriptors: Citizen Participation; *Citizen Role; *Citizenship Education; Citizenship Responsibility; *Civics; Community; *Community Role; Curriculum Development; Democracy; *Democratic Values; Educational Objectives; Higher Education; Individualism; Political Attitudes; Public Affairs Education; Secondary Education; Service Learning; Student Participation; Teaching Guides; *United States Government (Course)

Abstract: The interactions of individuality and community in a democratic republic have remained the great object of civic inquiries, the perplexing civic problem throughout the more than 200 years of U.S. constitutional history. This paper argues that this inquiry should be at the center of civic education today. Five recommendations for civic educators to meet this challenge include: (1) teach the analysis and appraisal of public issues about community and individuality and emphasize those issues that have been landmarks of public debate in U.S. history; (2) teach comparatively and internationally about public issues pertaining to community and individuality in different constitutional democracies of the world; (3) conduct the classroom and the school in a manner that exemplifies the conjoining of community and individuality in a democratic civic culture; (4) use service learning in the community outside the school to teach civic virtues and skills needed to conjoin community and individuality in civic life; and (5) teach civic knowledge, skills, and virtues that constitute a common core of learning by which to maintain the culture of a community and coterminously teach individuals to think critically for the purposes of freeing themselves from unworthy traditions and to seek improvement of the community. (Contains 14 references.) (CB)

See also "Speeches and Conference Papers."

Title: Democracy in America Is Best Served by a Multiformat Federal Depository Library Program.

Author: Abbott-Hoduski,-Bernadine-E.

Accession Number: EJ524842

Publication Year: 1996

Journal: Journal-of-Government-Information; v23 n3 p241-52 May-Jun 1996

International Standard Serial Number: ISSN-1352-0237

Available From: UMI

Document Type: Reports - Evaluative (142); Journal Articles (080)

Descriptors: Costs-; Electronic-Publishing; Government-Publications; Information-Policy; Microfiche-; Printed-Materials; Public-Policy; *Access-to-Information; *Democracy-; *Depository-Libraries; *Federal-Programs; *User-Needs-Information

Identifiers: Congress-104th; Equal-Access; *Federal-Depository-Library-Program; *Government-Information

Abstract: Argues that democracy is best served by a Federal Depository Library Program that receives information in multiple formats (print, electronic, and microfiche) so that the needs of diverse users for equal opportunity to access government information can be met. Concludes that Congress is seeking to reduce costs at the expense of the public. (Author/AEF)

Title: Democratic Leadership and Places to Practice It.
Author: Heckman,-Paul-E.
Accession Number: EJ524349
Publication Year: 1996
Journal: Journal-of-School-Leadership; v6 n2 p142-54 Mar 1996
International Standard Serial Number: ISSN-1052-6846
Available From: UMI
Document Type: Reports - Descriptive (141); Journal Articles (080)
Descriptors: Bureaucracy-; Cooperation-; Elementary-Secondary-Education; Inquiry-; Program-Descriptions; Trust-Psychology; *Administrator-Education; *Community-Development; *Democratic-Values; *Educational-Change; *Leadership-; *Teacher-Education
Identifiers: Caring-; Social-Justice; *Tucson-Unified-School-District-AZ
Abstract: School and community renewal calls for a moral democratic concept of leadership based on principles and practices of caring, trust, social justice, and collaborative inquiry. This concept can best be served by merging teacher and administrator preparation programs. Efforts of an eight-year Educational and Community Change Project in Tucson, Arizona, suggest one appropriate forum to serve this need. (30 references) (MLH)

Title: Developing Schools for Democracy in Europe: An Example of Trans-European Co-operation in Education. Oxford Studies in Comparative Education Series, Volume 5 (1).
Author: Sayer, John, Ed.; And Others
Accession Number: ED402258
Publication Year: 1995
Note: 224p.; Oxford Studies in Comparative Education; v5 n1 1995
International Standard Serial Number: ISBN-1-873927-13-4; ISSN-0961-2149
Available from: Triangle Books, P.O. Box 65, Wallingford, Oxfordshire OX10 0YG, England, United Kingdom ($60). Document Not Available from EDRS.
Document Type: Book (010); Project Description (141); Serial (022)
Descriptors: *Citizenship Education; College School Cooperation; *Comparative Education; *Democracy; Democratic Values; Educational Change; Elementary Secondary Education; Foreign Countries; Higher Education; *International Educational Exchange; Teacher Centers; *Teacher Education
Identifiers: *Czech Republic; England; Europe (East); *Poland
Abstract: This journal issue describes in detail the work of a Trans-European Mobility Schemes for University Studies (TEMPUS) project, directed by John Sayer and based in the Department of Educational Studies of the University of Oxford. The project's activities, concerned principally with the development of democratic processes in the elementary, secondary, and higher education systems of the Czech Republic and Poland, are illustrated through 20 papers. Part 1 offers John Sayer's background and description of the Developing Schools for Democracy in Europe (DSDE) project, a TEMPUS initiative and includes a multi-university final report on teacher preparation and continuing development. In part 2 the professional development of teachers and the role of the university in the Czech Republic are examined by program participants, Jan Beran, Jitka Kazelleova, Jana Kohnova, John Sayer, and Jaroslava Tomancova. Part 3 presents the following Polish teachers', tutors', and researchers': Grzegorz Chomicki, Roman Dorczak, Dawid Friedmann, Aleksandra Kwiecinska, Andrzej Mirski, Malgorzata Niemczynska, and Andrzej Szyjewski, viewpoints on educational reform, democracy education teacher training, and the school setting in Krakow, Poland. In part 4 home (family) and school relationships, one of the eight areas of the DSDE project, are examined by Tatyana Bourmina and Milada Rabusicova. In part 5 David Martin, Hugh Starkey, and Eva Foldes Travers focus on aspects of citizenship and values as they relate to democracy education in the "New Europe." Taken together, these papers provide an extensive case study of a democratic collaboration of four European universities from very different social, economic, political and cultural settings, working with local schools and authorities across disciplines in an attempt to develop schools for democracy in Europe. (CB)

Title: Dilemmas of Democracy in the Third World: Educational Change in Costa Rica.
Author: Mennerick,-Lewis-A.; Najafizadeh,-Mehrangiz
Accession Number: EJ533307
Publication Year: 1994
Journal: Journal-of-Global-Awareness; v2 n1 p54-58 Fall 1994
Available From: Global Awareness Soc. Intl., Inc., Bloomsburg Univ. of Pennsylvania, Bloomsburg, PA 17815-1301.
Document Type: Reports - Descriptive (141); Journal Articles (080)
Descriptors: Comparative-Education; Democracy-; Educational-Finance; Educational-Innovation; Foreign-Countries; Higher-Education; Public-Opinion; Public-Schools; Quality-of-Life; Social-Stratification; Well-Being; *Access-to-Education; *Democratic-Values; *Educational-Change; *Educational-Policy; *Educational-Quality; *Social-Problems

Identifiers: *Costa-Rica

Abstract: Examines the relationship between social problems, financial constraints, and democratic values in Costa Rica and how these impact on the educational establishment. Although long considered an exemplar of developing nation democracy, Costa Rica's social stratification is reflected in its inadequate public school funding. (MJP)

Title: Education for International Understanding: An Idea Gaining Ground.

Author: Nkake, Lucie-Mami Noor

Accession Number: ED number will be assigned.

Corporate Sponsor: International Bureau of Education, Geneva (Switzerland).

Publication Year: 1996

Document Type: Opinion Papers (120); Reports - Descriptive (141)

Available From: International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland.

Descriptors: *Citizenship Education; Civics; World History; *International Educational Exchange; International Education; *Global Education; Global Approach; World Affairs; Comparative Education; *Educational Philosophy; Foundations of Education; Educational Theories; Educational Principles; *Peace; Democracy; Democratic Values; Moral Values; Freedom; Civil Liberties; Cultural Exchange; Futures (of Society); Adoption (Ideas); International Organizations; International Communication; International Cooperation; Higher Education

Abstract: This brochure is a partial follow-up to the 44th session of the International Conference on Education (ICE), "Appraisal and Perspectives of Education for International Understanding," held in 1994 in Geneva, Switzerland. While borrowing extensively from conference material (such as the speeches by heads of delegations, replies by member states to an International Bureau of Education (IBE) pre-conference survey, national reports, and round-table summaries), this brochure also includes the author's ideas, experience, and opinions on important matters in today's countries: human rights, peace, and democracy. Despite the complexity of the challenges facing a rapidly changing world, the range of actions described in this work reflect a common will and offer further suggestions for a new philosophy of education that would incorporate some positive moral values common to all countries. The brochure argues that bringing people closer together through what they have in common and through the incomparable wealth of their diversity, could be one of the keys to the creation of "a lifelong school, open to the world, in the service of mankind" as we approach the 21st century (Jacques Muhlethaler, founder of the World Association for the School as an Instrument of Peace). Specific sections of the brochure include: "Why this brochure?"; "Foreword: A Common Will"; "Towards the New Millennium—An Idea Gaining Ground"; "For a New Philosophy of Education"; "A World That Is Many and One: The Other's Viewpoint"; "Development and a Culture of Peace"; "From Rhetoric to Practice for an Applied Peace"; and "Conquering New Areas for Education for Peace." Eight sources and several notes are included. (CB)

See also "Opinions."

Title: Educational Challenges Facing Eastern Europe.

Author: De-Simone,-Deborah-M.

Accession Number: EJ526703

Publication Year: 1996

Journal: Social-Education; v60 n2 p104-06 Feb 1996

International Standard Serial Number: ISSN-0037-7724

Available From: UMI

Document Type: Reports - Descriptive (141); Journal Articles (080)

Descriptors: Comparative-Education; Educational-Finance; Educational-Trends; Foreign-Countries; Government-School-Relationship; Higher-Education; Ideology-; Marxism-; Political-Influences; Politics-of-Education; Social-Studies; *Educational-Change; *Educational-Objectives; *Educational-Philosophy; *Educational-Policy

Identifiers: *Bulgaria-; *Czech-Republic

Abstract: Identifies three major educational problems facing Eastern Europe. These are the development of a new philosophy of education, new methodologies of education, and new methods of training teachers. Examines the first tentative steps in these efforts and discusses educational financial problems. (MJP)

Title: Effects of Participatory Learning Programs in Middle and High School Civic Education.

Author: Kim, Simon; And Others

Accession Number: EJ538439

Journal: Social Studies; v87 n4 p171-176 Jul-Aug 1996

International Standard Serial Number: ISSN-0037-7996

Document Type: Project Description (141); Journal Article (080)

Descriptors: Active Learning; *Citizenship Education; Civics; *Experiential Learning; High Schools; Intermediate Grades; Junior High Schools; *Local Issues; Middle Schools; Nontraditional Education; Program Design; *Program Evaluation; *Public Service; Service Learning; Social Problems; Social Studies; Student Experience; *Student Participation

Identifiers: *Citizenship Education Clearing House; Missouri

Abstract: Evaluates three participatory civic education

learning programs developed by the Citizenship Education Clearing House: the Election Program, Missouri State Government Program, and the Metropolitan Issues Program. Evaluation consisted of questionnaires, observation, and interviews. Discovers that the programs are both popular and effective. (MJP)

Title: Elections in Cyberspace.
Author: Corrado,-Anthony
Accession Number: EJ531620
Publication Year: 1996
Journal: Update-on-Law-Related-Education; v20 n3 p10-13 Fall 1996
International Standard Serial Number: ISSN-0147-8648
Document Type: Reports - Descriptive (141); Journal Articles (080)
Descriptors: Civics-; Constitutional-Law; Elections-; Elementary-Secondary-Education; Government-Administrative-Body; Law-Related-Education; Political-Campaigns; Political-Candidates; Political-Parties; Politics-; Public-Affairs-Education; Science-and-Society; Social-Studies; Technological-Advancement; Technology-; Voting-; *Citizen-Participation; *Citizenship-Education; *Computer-Mediated-Communication; *Internet-; *Voter-Registration; *World-Wide-Web
Abstract: Examines the effects of new information and communication technologies on the structure and practices of U.S. politics. Maintains that the success or failure of digital-era democracy will depend ultimately on citizen participation. Includes a brief look at current innovative U.S. voter registration programs. (MJP)

Title: The Foundations of Participatory Democracy.
Author: Kuhmerker,-Lisa
Accession Number: EJ523765
Publication Year: 1995
Journal: Moral-Education-Forum; v20 n4 p35-43 Win 1995
International Standard Serial Number: ISSN-0163-6480
Document Type: Reports - Descriptive (141); Journal Articles (080)
Descriptors: Beliefs-; Class-Activities; Elementary-Schools; Ethical-Instruction; Learning-Activities; Mentors-; Modeling-Psychology; Moral-Development; Moral-Issues; Observational-Learning; Social-Development; Socialization-; Teacher-Role; Values-Clarification; *Citizenship-Education; *Democratic-Values; *Student-Participation; *Values-Education
Identifiers: Free-to-Learn-Free-to-Teach
Abstract: Summarizes the "Free to Learn, Free to Teach" program which draws linkages between considerate and compassionate behavior relevant to young children, and democratic values. Various charts and activities illuminating class, school, and safety rules also instruct the students in such democratic concepts as compromise and consensus. (MJP)

Title: From a Civic Movement to Political Parties: The Rise and Fall of the Solidarity Committees in Poland, 1989-1991.
Author: Grabowski, Tomek
Accession Number: ED number will be assigned.
Publication Year: 1995
Document Type: Speeches /Meeting Papers (150); Reports - Descriptive (141)
Note: Paper presented at the Annual Meeting of the American Political Science Association (Chicago, IL, August 31-September 3, 1995).
Descriptors: *Political Parties; Political Affiliation; *Political Issues; Political Attitudes; Political Power; Politics; Communism; Democracy; *Democratic Values; Foreign Countries; Higher Education; Social Science Research; Higher Education
Identifiers: *Poland; *Citizens Committees of Solidarity
Abstract: The consolidation of democracy and effective governing depend in part on the institutionalization of a political party system. The pattern of institutionalization for most young democracies is the formation of a glut of new political groups, followed by the elimination of some parties and merging of others. Major political parties then emerge. In 1990, the Solidarity Citizens' Committees arose as the most powerful political force in Poland. By 1991, however, the Committees had disintegrated. After that, another glut of poorly-organized parties, most lacking a membership base and links to broader social groups, surfaced again. In an attempt to answer the question, "Why was so much organizational "capital" lost in the transition from the independent political society of the Leninist period to the era of democratic politics?", this paper charts the lifespan of the Citizens' Committees of Solidarity (CCS), explaining their failure to thrive by reviewing the pattern of their development. The long-term effects of the Committees on post-Communist politics in Poland are examined. Sources for this work-in-progress include interviews with Solidarity politicians involved with the CCS, national press coverage of the movement, and the Citizens' Parliamentary Caucus/Solidarity Citizens' Committees archives in Warsaw (Poland), a collection that includes minutes of the CCS' national conferences working notes, internal memos, and other documents. (LAP)
See also "Speeches and Conference Papers."

Title: From Understanding to Action: Citizenship Education in the Early Elementary Classroom.
Author: Houser,-Neil-O.
Accession Number: ED394719

Publication Year: 1996
Note: 22 p.
Price: EDRS Price - MF01/PC01 Plus Postage.
Document Type: Opinion Papers (120); Reports - Descriptive (141)
Descriptors: Classroom-Environment; Elementary-Education; Homeless-People; Kindergarten-; Primary-Education; Social-Problems; Student-Needs; *Citizenship-Education; *Safety-; *Social-Development
Identifiers: *Controversial-Topics
Abstract: The curricula and instructional approaches often used in elementary school classrooms, which too often avoid difficult issues, may restrict the social development needed to promote societal well-being. This problem is exacerbated in the early grades, where the discussion of controversial social issues seemingly contradicts the goal of maintaining an emotionally safe classroom environment. This paper defines the problem, discusses social development in the elementary classroom, and considers factors related to balancing safety and dissonance. A major portion of the paper examines the efforts of three teachers who have managed, each in her own way, to balance dissonance and safety in the early education classroom by: (1) addressing rather than avoiding perplexing social issues, (2) balancing social development and classroom safety, and (3) addressing social inequities through activities in the classroom. These teachers' perspectives and experiences provide a basis for discussing citizenship education in the early grades. (Contains 23 references.) (DR)

See also "Opinions."

Title: Global Versus National Perspectives in the Formation of the European Identity.
Author: Massialas, Byron G.
Accession Number: ED number will be assigned.
Publication Year: Apr 1996
Document Type: Reports - Descriptive (141); Speeches /Meeting Papers (150)
Note: Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
Descriptors: Cultural Interrelationships; Intergroup Relations; Social Change; Community; Group Unity; Ethnic Relations; Foreign Countries; Higher Education
Identifiers: Greece; *Europe; Europeans; European Community; European Communities Commission
Abstract: This paper attempts to answer two questions: (1) Is there a European identity? and (2) If there is, what does formal education in Greece do to promote or hinder a psychosocial association with this identity? First, "identity" is defined. Two possible perspectives on the emerging European identity - the procedural and the substantive - are considered. European schools are encouraged by the Commission of the European Communities to promote learning of other languages and to foster sensitivity and understanding of other cultures in Europe. There is limited information on how schools in Greece accomplish this. Analysis of Greek curriculum, syllabi, and textbooks, however, shows that there rarely are references to the world outside of Greece. Despite the ethnocentric curriculum, about half of the Greek students surveyed said they wanted to be thought of as both Greek and European. The report concludes it is possible that if values such as democracy, equality, fairness, empathy, understanding, and cooperation are promoted in the Greek curriculum, and if the values parallel those assumed to be basic values of Europe, then Greek education indirectly encourages the acceptance of a European identity. The document includes a 12-item list of references. (LAP)

See also "Speeches and Conference Papers."

Title: Government: A Course in Civic Literacy—Easy or Overwhelming?
Author: Miller, Douglas E.
Accession Number: EJ536800
Journal: Social Studies Review; v35 n3 p22-27 Spr-Sum 1996
International Standard Serial Number: ISSN- 1056-6325
Document Type: Project Description (141); Journal Article (080)
Descriptors: Citizenship Education; Civics; Civil War (United States); *Constitutional History; Constitutional Law; *Course Content; Educational Assessment; Educational Improvement; *Educational Quality; Government Publications; Heritage Education; Instructional Materials; Knowledge Level; Law Related Education; Middle Schools; Primary Sources; Secondary Education; Social Studies; *United States Government (Course); United States History; Vocabulary
Identifiers: *Declaration of Independence; *Gettysburg Address; United States Constitution
Abstract: Describes a high school civics course constructed almost solely around a close reading of the Declaration of Independence, United States Constitution, and Gettysburg Address. Maintains that understanding these documents establishes the minimum essentials of civic literacy and frees classes from the burden of irrelevant and unreadable textbooks. (MJP)

Title: The Implications of the Individualism/Communitarian Debate for Civic Education: Observations and Prejudices.
Author: Smith, Duane E.
Accession Number: ED403201
Publication Year: Oct 1996
Note: 12p.; Paper presented at the International Confer-

ence on Individualism and Community in a Democratic Society (Washington, DC, October 6-11, 1996).

Price: EDRS Price - MF01/PC01 Plus Postage.

Document Type: Conference Paper (150); Project Description (141); Position Paper (120)

Descriptors: *Citizen Participation; *Citizenship Education; Citizenship Responsibility; *Civics; Critical Thinking; Decision Making; Democracy; Educational Objectives; Higher Education; *Individualism; Intellectual History; *Liberalism; Secondary Education; *Theory Practice Relationship; Thinking Skills

Identifiers: *Communitarianism

Abstract: This paper evaluates how civic education in the United States currently is impacted by the competing theories of individualism ("liberalism") and communitarianism. Each theory's intellectual history and meaning is explained briefly. The implications of the "debate between the defenders of liberalism and their communitarian critics for civic education," although few, include: educators' excessive concern for the affairs of the community ("mandatory voluntary community service" school programs); students' ability to evaluate liberal and communitarian claims (responsibility of citizenship); students' comprehension of democratic theory and the history of democratic practice; students' behavior in terms of the requirements of basic civility and responsibility (be on time, do homework, treat others with respect); and students' awareness of and desire to experience life's possibilities (including political involvement). Comparing democracy to the theater, civic educators need to prepare their students of democratic politics, when not acting, to be an audience of "enlightened and critical viewers, readers, and listeners" who attend most (but not necessarily all) political performances. (CB)

See also "Opinions" and "Speeches and Conference Papers."

Title: The Implications of the Individualism and Communitarian Debate for Civic Education: The Task of Democratic Orientation.

Author: Duerr, Karlheinz

Accession Number: ED402254

Publication Year: 1996

Note: 11p.; Paper presented at the International Conference on Individualism and Community in a Democratic Society (Washington, DC, October 6-11, 1996).

Price: EDRS Price - MF01/PC01 Plus Postage.

Document Type: Conference Paper (150); Project Description (141)

Descriptors: Citizenship; *Citizenship Education; *Civics; *Democracy; *Democratic Values; Foreign Countries; Futures (of Society); *Individualism; Political Attitudes; Social Change; *Values Education

Identifiers: Communitarianism; *Europe (East); Germany

Abstract: Although the demise of communism in Eastern Europe in 1989 was described as "the ultimate victory of Democracy," this paper asserts that serious internal problems exist within modern democracies throughout Europe and the United States today. However, civic education offers a potential remedy. Part 1, "The New Democratic Question," identifies the main problem area as the relationship between the individual and the community, the so-called "communitarian debate." With the decline of many formerly dominant social institutions (religions organizations, the family, and school) that defined and provided answers to basic moral and ethical questions, the new replacements are often factions and small organizations that offer an almost infinite variety of moral norms, resulting in a new sense of uncertainty, a lack of social and cultural orientation, and a rise in individualism. In Part 2 "The Crisis of Democratic Orientation" is evidenced in the following three societal developments: the decline of central political institutions; the growth in distance between citizen and state; and the rise of special agenda organizations (social movements, interest and lobby groups). These developments represent a change in democratic attitudes resulting in a growing divide between the way democracy works in practice and its normative and legal foundations as set in its constitutions and laws. Part 3, "Implications for Civic Education," proposes that civic education is the best arena in which to ensure that democratic principles are embedded firmly in the social framework of a society and in the hearts and minds of the people. However, a new civic education framework should include expanded methods that reflect social change and the multiplicity of the factors at work in the public sphere. (CB)

See also "Speeches and Conference Papers."

Title: In the Trenches for Democracy.

Author: Canfield,-William-B.,-III

Accession Number: EJ531623

Publication Year: 1996

Journal: Update-on-Law-Related-Education; v20 n3 p17-18 Fall 1996

International Standard Serial Number: ISSN-0147-8648

Document Type: Reports - Descriptive (141); Journal Articles (080)

Descriptors: Citizen-Participation; Citizenship-Education; Democratic-Values; Elementary-Secondary-Education; Foreign-Countries; Governing-Boards; Government-Administrative-Body; Law-Related-Education; Political-Attitudes; Politics-; Public-Affairs-Education; Social-Studies; Voter-Registration; Voting-; *Civics-; *Consultation-Programs; *Democracy-; *Developing-Nations; *Elections-; *Self-Determination

Identifiers: Bulgaria-; Haiti-; *National-Endowment-for-Democracy

Abstract: Considers the role of international election monitors in the political process of newly democratized countries. Discusses the responsibilities and backgrounds of election monitors and provides a personal perspective on recent elections in Haiti and Bulgaria. Briefly examines the efforts of the National Endowment for Democracy. (MJP)

Title: Interactive Technologies and the Social Studies. Emerging Issues and Applications.

Author: Martorella, Peter H., Ed.

Accession Number: ED number will be assigned.

Publication Year: 1997

International Standard Serial Number: ISBN-0-79143-140-1 (pbk.)

Note: 134 p.

Document Type: Books (010); Reports - Descriptive (141)

Available From: State University of New York (SUNY) Press, State University Plaza, Albany, NY 12246.

Descriptors: *Social Studies; *Educational Technology; Instructional Development; *Computer Uses in Education; *Computer Literacy; Computers; Computer Assisted Instruction; Educational Media; Educational Resources; *Technological Literacy; Information Literacy; *Information Technology; Multimedia Materials; Instructional Materials; Multimedia Instruction; Telecommunications; Distance Education; Online Systems; Online Searching; Internet; Futures (Of Society); Civics; Citizenship Education; Elementary Secondary Education

Abstract: This book is an analysis of the expanding and evolving role of technology in the social studies curriculum. As such, it fills a significant void in the existing literature relating to the social studies and technologies, especially those that are computer-based. This book includes contributions from seven authors with diverse backgrounds, whose specializations include the area of social studies education, software development, computer science, and visual design. A common fundamental interest binds them: the development and application of emerging technologies that can be used to enrich and enliven social studies instruction. The creative applications of emerging interactive technologies that are computer-based are addressed, such as distance learning, the Internet, interactive multimedia, and intelligent tutors, as well as the social and practical issues they have raised. Simultaneously, the contributors ground their analysis within the context of the key question: how can technology contribute to the development of effective citizens? Specific chapters include: (1) "Online Learning Communities: Implications for the Social Studies" (Lynn A. Fontana); (2) "Bringing Preservice Teachers Online" (Charles S. White); (3) "Multimedia in a Visual Society" (Peter H. Martorella); (4) "Technology and the Darkside: Hate Online" (Milton Kleg); (5) "Information Technology and Civic Education" (Richard A. Diem); and (6) "Knowledge-Based Learning Environments: A Vision for the Twenty-First Century" (Patrick J. FitzGerald; James C. Lester). An index is included. (CB)

Title: Investigating Controversial Issues at Election Time: Political Socialization Research.

Author: Hahn, Carole L.

Accession Number: EJ536729

Journal: Social Education; v60 n6 p348-50 Oct 1996

International Standard Serial Number: ISSN-0037-7724

Document Type: Project Description (141); Journal Article (080)

Descriptors: Citizenship Education; Civics; *Classroom Environment; *Controversial Issues (Course Content); Current Events; Elections; Law Related Education; *Open Education; Political Attitudes; Political Campaigns; Political Candidates; *Political Issues; Political Socialization; Politics; Public Affairs Education; Secondary Education; Social Studies; *Student Participation; Teaching Methods

Identifiers: *Ehman (L H)

Abstract: Advocates utilizing an issues-centered approach to teaching controversial political issues in social studies classrooms. Recommends augmenting this approach with the development of a democratic classroom where student views are encouraged and considered. Identifies useful techniques for this approach, including debates, simulations, discussions, and inquiry projects. (MJP)

Title: Kid Voting USA: From Classroom to Dinner Table to the Polls.

Author: Golston, Syd

Accession Number: EJ536728

Journal: Social Education; v60 n6 p344-47 Oct 1996

International Standard Serial Number: ISSN-0037-7724

Document Type: Project Description (141); Journal Article (080)

Descriptors: *Citizenship Education; Citizenship Responsibility; Civics; *Elections; Extracurricular Activities; Law Related Education; Political Campaigns; Political Candidates; *Political Issues; Politics; Public Affairs Education; Secondary Education; Social Studies; *Student Organizations; *Student Participation; *Voting

Identifiers: *Kids Voting USA

Abstract: Provides an overview of the mission and activities of Kids Voting USA. The nonprofit organization promotes student awareness of the importance of voting through civic education programs. Kids Voting

USA has projects in 40 states involving debates, craft activities, information gathering, and mock elections. (MJP)

Title: Law, Language, and the Multiethnic State.
Author: De-Varennes,-Fernand
Accession Number: EJ530897
Publication Year: 1996
Journal: Language-&-Communication; v16 n3 p291-300 Jul 1996
International Standard Serial Number: ISSN-0271-5309
Document Type: Reports - Descriptive (141); Journal Articles (080)
Descriptors: Conflict-Resolution; Economic-Factors; Foreign-Countries; International-Law; Policy-Formation; Population-Trends; *Civil-Liberties; *Ethnic-Groups; *Language-Usage; *Official-Languages; *Political-Issues
Identifiers: *Europe-; *USSR-
Abstract: Examines why language policies should be considered in a multiethnic state and suggests that there are human rights issues that mandate some recognition of language demands and usage beyond what some states may provide. The article emphasizes that questions of language, ethnicity, and nationalism must be addressed in a rational and coherent fashion. (12 references) (CK)

Title: Montee en Puissance d'une Europe des Citoyennetes Composees (The Coming into Force of a Europe of Compound Citizenships).
Author: Tschoumy,-Jacques-Andre
Accession Number: ED395885
Corporate Sponsor: French Inst. for Research and Educational Documentation, Neuchatel (Switzerland).
Publication Year: 1993
Available From: Institut Romand de Recherches et de Documentation Pedagogiques (IRDP), Case postale 54, CH - 2007, Neuchatel, Switzerland.
Note: 30 p.
Price: EDRS Price - MF01/PC02 Plus Postage.
Document Type: Reports - Descriptive (141)
Descriptors: Change-; Foreign-Countries; Global-Education; International-Cooperation; Youth-; *Citizen-Participation; *Citizen-Role; *Citizenship-; *Citizenship-Education; *Comparative-Education; *Educational-Policy; *Regional-Cooperation
Identifiers: Europe-; Switzerland-
Abstract: This report examines the changes occurring in French speaking Switzerland as represented by the nearly 30 Children's Parliaments that have emerged in the past few months. Specialists agree that European societies are experiencing a period of decomposition/recomposition, a political and cultural process that will lead to a social Renaissance of unknown proportions. Previously, citizenship was a simple process. The new citizenship will change from the state domains to the infra-state and supra-state levels, and will feature new compound citizenships that are more socially appropriate for mobile young people. Citizenships will be defined by space and no longer by territories. Basic questions emerge: (1) Will education for citizenship contribute to the development of compound citizenships in Europe?; and (2) What education is needed for compound citizenships? (EH)

Title: National Standards as Reflectors and Directors of Practices in Civic Education in the U.S.A.
Author: Patrick, John J.
Accession Number: ED403204
Publication Year: Oct 1996
Note: 12 p.; Paper presented at the International Civic Education Conference (Buenos Aires, Argentina, October 2, 1996).
Price: EDRS Price - MF01/PC01 Plus Postage.
Document Type: Conference Paper (150); Project Description (141)
Descriptors: Achievement; *Citizenship Education; *Civics; Course Content; Curriculum; *Curriculum Development; Curriculum Evaluation; Democracy; Educational Assessment; Educational Objectives; Elementary Secondary Education; Higher Education; Instructional Development; *Outcomes of Education; Social Studies; *United States Government (Course)
Identifiers: *National Civics and Government Standards
Abstract: In 1994 the Center for Civic Education published "National Standards for Civics and Government," content standards clearly defining what students should know and be able to do as the outcome of civic education in school. This standards project has been an attempt to standardize the best in civic education and to make the Standards accessible to all teachers and learners of U.S. civics and government. This report takes a closer look at the National Standards by responding to three questions: (1) "What conception of civic education is conveyed by these National Standards?"; (2) "What notable trends in educational practices exemplify the implementation or operationalization of ideas in the standards?"; and (3) "How have the National Standards influenced national assessment of student achievement?" This report concludes that since 1994 the Standards have become criteria by which to criticize constructively civic education programs and practices. However, the National Standards in Civics project should not be a "one-shot" project. Rather, constructive criticism directed at the Standards should be the stimulator of the next round of development of U.S. national standards for civic education. (CB)
See also "Speeches and Conference Papers."

Title: NetActivism: How Citizens Use the Internet. First Edition.
Author: Schwartz, Edward
Accession Number: ED403207
Publication Year: 1996
Note: 212p.; A CD-ROM containing Global Network Navigator, Version 1.2 for Windows, is included with the book.
International Standard Serial Number: ISBN-1-56592-160-7
Available From: Songline Studios, Inc., 101 Morris Street, Sebastopol, CA 95472 ($24.95). Document Not Available from EDRS.
Document Type: Non-Classroom Material (055); Project Description (141)
Descriptors: *Activism; *Citizen Participation; Citizenship; *Community Action; Computer Mediated Communication; Computer Networks; Computers; *Democratic Values; Electronic Mail; Information Networks; *Internet; Lobbying; Online Systems; Politics; Social Action; *World Wide Web
Abstract: This book guides citizens in using the Internet for community, social, and political action. Following an in-depth introduction, chapters include: Chapter 1, "Getting Connected" and Chapter 2, "Tools," explain the two Internet tools central to organizing for activism—electronic mail lists and the World Wide Web, and the hardware and software required to use them; Chapter 3, "Trolling for Information," describes navigating the World Wide Web, government programs, monitoring elected officials, tracking issues, and using World Wide Web browser "bookmarks"; Chapter 4, "Advocacy," discusses how certain organizations and advocates are already using the Internet; Chapter 5, "Neighborhoods," is about using the Internet for community and neighborhood change and development; Chapter 6, "Virtual Politics," illustrates ways of using the Internet to foster voter registration, election participation, and the wider influence of local party activists and policy advocates; Chapter 7, "We, the People," relates the necessary cooperation in the years ahead among Internet activists, government, and citizens. The appendices include "Useful Internet Sites," a list of Internet addresses for social and political organization, community websites, online publications, directories, search engines, think tanks, and political parties; and a glossary of computer networking terms. Sidebars throughout the book list surface mailing addresses, electronic mail addresses, and World Wide Web addresses for relevant persons and organizations. (LAP)
See also "Guides."

Title: The New Civics Education: An Integrated Approach for Australian Schools.
Author: Print, Murray
Accession Number: EJ536765
Journal: Social Education; v60 n7 p443-46 Nov-Dec 1996
International Standard Serial Number: ISSN-0037-7724
Document Type: Project Description (141); Journal Article (080)
Descriptors: Citizenship Education; *Civics; *Curriculum Development; *Educational Innovation; Educational Trends; Elementary Secondary Education; *Environmental Education; Foreign Countries; Global Education; *Indigenous Populations; Instructional Improvement; Law Related Education; *Multicultural Education; Social Studies
Identifiers: *Australia
Abstract: Describes the recent revitalization of civics education in Australian schools. This approach incorporates traditional citizenship education into a new curriculum that addresses environmental and multicultural issues. Delineates the guidelines and goals of this new curriculum. (MJP)

Title: On Human Dignity: The Need for Human Rights Education.
Author: Tibbitts, Felisa
Accession Number: EJ536762
Journal: Social Education; v60 n7 p428-31 Nov-Dec 1996
International Standard Serial Number: ISSN- 0037-7724
Document Type: Project Description (141); Journal Article (080)
Descriptors: Activism; Civics; Civil Liberties; *Civil Rights; Democracy; *Democratic Values; Foreign Countries; *Global Education; *Human Dignity; *Humanization; Law Related Education; Learning Activities; Quality of Life; *Role of Education; Secondary Education; Social Studies
Identifiers: *Shiman (David)
Abstract: Describes recent developments and resources in the rapidly growing field of human rights education. Explains the importance of teaching this subject with a global perspective. Includes a human rights lesson plan, student exercises, and a list of selected resources. (MJP)

Title: One Teacher's Perspective: K-4 Teachers' Use of the Civics and Government Standards.
Author: Arner,-Beth
Accession Number: EJ522199
Publication Year: 1995
Journal: Social-Studies-Review; v35 n1 p10-14 Fall 1995
International Standard Serial Number: ISSN-1056-6325
Available From: UMI
Document Type: Reports - Descriptive (141); Opinion

Papers (120); Journal Articles (080)

Descriptors: Class-Activities; Curriculum-Enrichment; Educational-Objectives; Educational-Policy; Educational-Quality; Elementary-Education; Social-Responsibility; Student-Needs; Teacher-Effectiveness; Teaching-Methods; Values-Education; *Citizenship-Education; *Civics-; *Classroom-Techniques; *Public-Affairs-Education; *Social-Studies; *Standards-

Identifiers: California-History-Social-Science-Framework-1988; *National-Standards-for-Civics-and-Government

Abstract: Maintains that primary age children are capable of absorbing and understanding the significant questions addressed in the National Standards in Civics and Government, if they are connected to familiar schema and experiences. Suggests incorporating knowledge of the classroom environment (rules, consensus, cooperation, and others) into lessons regarding democracy and government. (MJP)

See also "Opinions."

Title: Pluralism and Education: Current World Trends in Policy, Law, and Administration.

Author: Roeder, Peter M., Ed.; And Others

Accession Number: ED number will be assigned.

Publication Year: 1995

International Standard Serial Number: ISBN-0-87772-366-4

Document Type: Books (010); Reports - Descriptive (141)

Note: 345 p.; Papers from an international conference convened by the Max Planck Institute for Human Development and Education.

Available From: Institute of Governmental Studies, 102 Moses Hall, University of California, Berkeley, CA 94720-2370.

Descriptors: Citizenship Education; *Educational Trends; *Educational Administration; Educational Planning; *Educational Policy; Educational Development; Educational Change; Educational Legislation; School Policy; School Based Management; School Administration; School Organization; Cross Cultural Studies; *Cultural Pluralism; Multicultural Education; Religious Education; *Comparative Education; Global Approach; International Education; *International Educational Exchange; Foreign Countries; Decision Making; Modernization; Centralization; Decentralization; Higher Education

Abstract: Trends in educational policy show diverse developments, the globalization of educational policy on the one hand and pluralization (towards localism, autonomy, market-systems, and multiculturalism) on the other. The break-down of the socialist regimes in Eastern Europe exposed traditionally closed educational systems to western modernization and pluralism. How can educational systems under these conditions survive? Some say only by legal regulations; others think of modern management systems; some believe in teacher professionalism; and others believe in autonomy and self-control. There are famous models of organizing pluralistic societies, for example, the Netherlands, Great Britain, or the United States. In this book international scholars describe general trends in Europe, America, Africa, and Australia and look at the present problems and solutions in their countries within the following chapters: "Rise and Fall of Closed Educational Systems"; "Legal and Procedural Requirements for Open Decision Making in Education"; "National Reports"; "Religiously Affiliated and Secular School Systems"; and "Pluralistic Organizational Forms and Multicultural Education." (CB)

Title: Political Culture in Latvian Schools: Preparation for Democratic Citizenship.

Author: Catlaks, Guntars

Accession Number: ED402257

Publication Year: 1996

Note: 12p.; Paper presented at the International Conference on Individualism and Community in a Democratic Society (Washington DC, October 6-11, 1196).

Price: EDRS Price - MF01/PC01 Plus Postage.

Document Type: Conference Paper (150); Project Description (141)

Descriptors: Citizen Participation; *Citizenship Education; *Civics; Cultural Influences; *Democracy; Democratic Values; Elementary Secondary Education; Foreign Countries; *Political Attitudes; *Politics of Education; School Community Relationship; Teacher Student Relationship

Identifiers: *Latvia

Abstract: Latvia, formerly a Soviet state, has been attempting to create an independent democratic country since the late 1980s. This paper describes the history of Latvia's political culture in relation to the country's democratization, particularly in its schools over the last decade. Although many Latvian institutions have been slow to change, visible democratic developments have taken place in the classroom between teachers and students. The change has come mainly as an expansion in teachers' and students' freedom to make their own decisions. Prescriptions for Latvian teachers to continue the growth of their students' democratic citizenship include introducing new democracy education subject materials, teaching methods, and hands-on teacher training beginning with the primary level for teachers of all disciplines. (CB)

See also "Speeches and Conference Papers."

Title: Political Culture in the School and Classroom: Does It Matter?
Author: Fleischman, Steven
Accession Number: ED403202
Publication Year: Oct 1996
Note: 16p.; Paper presented at the International Conference on Individualism and Community in a Democratic Society (Washington, DC, October 6-11, 1996).
Price: EDRS Price - MF01/PC01 Plus Postage.
Document Type: Conference Paper (150); Project Description (141)
Descriptors: Citizen Participation; Citizen Role; *Citizenship Education; *Civics; *Democracy; Democratic Values; Elementary Secondary Education; *Instructional Effectiveness; *Political Socialization; Politics of Education; School Responsibility; *School Role; Student School Relationship
Abstract: With an increasingly wide variety of programs currently labeling themselves "civic education" and being taught by civic educators, the question at hand is how the culture of schools and classrooms contribute to supporting democratic political culture. This paper explores the questions: "Does the structure of the school and classroom have the potential to encourage the development of democratic citizens?" and "Is a school or a classroom organized in an authoritarian manner less likely to encourage the development of skills and attitudes that are democratic?" by making assumptions that how individuals conduct classroom instruction and provide opportunities to practice participation and structure power relations in the school have important consequences in promoting a culture of democracy. Specific paper sections include: (1) "Democratic Citizenship and Education: Making the Connections"; (2) "Promoting a Culture of Democracy: Democratic Practices and Democratic Citizens"; (3) "Education for Democracy: Which Democracy?"; (4) "Democratic Classrooms and Schools: How Democratic Do They Need To Be?"; and (5) "Conclusions: Towards Greater Clarity." (CB)
See also "Speeches and Conference Papers."

Title: Political Culture in the School and Classroom: Preparation for Democratic Citizenship.
Author: Schuetz, Peter
Accession Number: ED403206
Publication Year: 1996
Note: 5p.; Paper presented at the International Conference on Individualism and Community in a Democratic Society (Washington, DC, October 6-11, 1996).
Price: EDRS Price - MF01/PC01 Plus Postage.
Document Type: Conference Paper (150); Project Description (141)
Descriptors: Citizen Participation; *Citizenship Education; *Civics; Curriculum Development; Democracy; Democratic Values; *Educational Objectives; Elementary Secondary Education; Foreign Countries; Higher Education; Instructional Effectiveness; *Political Influences; Political Socialization; Politics of Education; *School Responsibility; School Role; Student School Relationship; *Teacher Responsibility; Teacher Role; Teacher Student Relationship
Identifiers: *Germany
Abstract: Recognizing that civic education is the school subject specifically dedicated to preparing students for democratic citizenship and that the school and classroom often have a less than democratic and value-loaded "political culture," this paper emphasizes the fundamental goals of civic education and then arrives at the ingredients of political culture in the school and classroom that are favorable to preparing students for democratic citizenship. The three fundamental goals of civic education are: (1) helping students become self-confident, well informed citizens who are able to think rationally and who are committed to the values of human dignity and human rights; (2) fostering a willingness and capacity to participate in political affairs on local, national, and international levels; and (3) developing a strong recognition of the need to balance individualism and self-interest with human interdependence and social as well as environmental responsibility. To effectively prepare students for democratic citizenship, individual classrooms, schools, teachers, and administrators must model democratic citizenship with their students in the classroom and school climate in terms of how all members of the school community communicate by avoiding indoctrination at all levels and through the types of learning and teaching methods used. (CB)
See also "Speeches and Conference Papers."

Title: Political Liberalism, Civic Education, and the Dutch Government.
Author: Spiecker,-Ben; Steutel,-Jan
Accession Number: EJ523789
Publication Year: 1995
Journal: Journal-of-Moral-Education; v24 n4 p383-94 Nov 1995
International Standard Serial Number: ISSN-0305-7240
Available From: UMI
Document Type: Reports - Descriptive (141); Journal Articles (080)
Descriptors: Citizenship-Responsibility; Civics-; Critical-Thinking; Cultural-Literacy; Democratic-Values; Educational-Policy; Ethical-Instruction; Foreign-Countries; Higher-Education; Humanistic-Education; Social-Influences; Social-Responsibility; *Citizenship-Education; *Educational-Objectives; *Government-School-Relationship; *Liberalism-; *Socialization-; *Social-Values

Identifiers: *Netherlands-

Abstract: Questions whether the transmission of norms and values is an appropriate function of liberal education as envisioned in a liberal constitutional state (The Netherlands). Draws a distinction between the inculcation of intellectual virtues and indoctrination. Presents a cogent analysis of the concepts and objectives of liberal education for citizenship. (MJP)

Title: Post-Conflict Elections in Bosnia.

Author: Soley, Mary E.

Accession Number: EJ536759

Journal: Social Education; v60 n7 p423-25 Nov-Dec 1996

Note: Grouped with SO 528 261-262 in journal section entitled "Recent Elections in Former Soviet-Bloc Countries."

International Standard Serial Number: ISSN-0037-7724

Document Type: Project Description (141); Journal Article (080)

Descriptors: *Civics; Conflict; *Democracy; Democratic Values; *Elections; Ethnic Groups; Foreign Countries; *Government (Administrative Body); *International Education; Law Related Education; Peace; Political Power; Secondary Education; Social Studies; Treaties; *War

Identifiers: *Bosnia

Abstract: Reviews the provisions of the recent Dayton Peace Accords, the partial and competing strategies for building peace, and the still simmering ethnic conflicts in Bosnia. Examines postelection efforts at nation-building including the CIVITAS Project, an educational mission working to develop the foundations for democratic institutions. (MJP)

Title: Potential of the Civics Standards in Revitalizing Civics in California Classrooms.

Author: Gibbons,-Tom

Accession Number: EJ522205

Publication Year: 1995

Journal: Social-Studies-Review; v35 n1 p38-41 Fall 1995

International Standard Serial Number: ISSN-1056-6325

Available From: UMI

Document Type: Reports - Descriptive (141); Opinion Papers (120); Journal Articles (080)

Descriptors: Civics-; Curriculum-Development; Curriculum-Enrichment; Democratic-Values; Educational-Change; Educational-Policy; Educational-Quality; Elementary-Secondary-Education; Professional-Development; Social-Responsibility; Social-Studies; Teacher-Supervision; Values-Education; *Citizenship-Education; *Educational-Objectives; *Public-Affairs-Education; *Standards-; *Teacher-Effectiveness; *Teaching-Methods

Identifiers: *National-Standards-for-Civics-and-Government

Abstract: Agrees with the National Standards emphasis on the constructivist approach, stressing students applying their knowledge through active involvement. Reiterates the value of workshops and seminars in keeping teachers abreast of developments. Proposes publicizing successful strategies and supporting innovations. (MJP)

See also "Opinions."

Title: Poughkeepsie to Persian Gulf Revisited: ICONS, The Internet, and Teaching International Politics.

Author: Vavrina, Vernon J.

Accession Number: EJ534993

Journal: PS: Political Science and Politics; v28 n4 p725-28 Dec 1995

Note: Article part of a symposium: "Using the Internet in the Political Science Classroom."

International Standard Serial Number: ISSN-1049-0965

Document Type: Project Description (141); Journal Article (080)

Descriptors: *Computer Simulation; *Computer Uses in Education; Educational Change; Educational Technology; Foreign Policy; Higher Education; Instructional Innovation; Integrated Learning Systems; International Communication; *International Relations; *Internet; *Political Science; Research Tools; *Role Playing; Teaching Methods; Technological Advancement; War; World Wide Web

Identifiers: *Listservs

Abstract: Recommends using the International Communication and Negotiation Simulations (ICONS) computer program in teaching international politics. Utilizing computers and telecommunications, students play the roles of diplomats, corresponding and negotiating with other students from around the world. Includes program information and a discussion of other resources. (MJP)

Title: Press Briefings Exercise.

Author: Frantzich, Stephen

Accession Number: EJ534994

Journal: PS: Political Science and Politics; v28 n4 p728-30 Dec 1995

Note: Article part of a symposium: "Using the Internet in the Political Science Classroom."

International Standard Serial Number: ISSN-1049-0965

Document Type: Project Description (141); Journal Article (080)

Descriptors: Access to Information; *Computer Uses in Education; *Content Analysis; Educational Change; Educational Technology; *Federal Government; Higher Education; Information Dissemination; Instructional Innovation; *Internet; Journalism; Mass Media Role; *News Media; Online Searching; Organizational Communication; *Political Science; Research Tools; Teaching Methods; World Wide Web

Identifiers: *FedWorld

Abstract: Describes a college-level political science assignment where students access the full text of a White House or federal agency briefing; evaluate its content; and comment on the interpretation of the information in the national press. Includes a step-by-step guide to gathering and analyzing the information. (MJP)

Title: Problems with Citizenship Education and Language. Native Viewpoints.

Author: Steinhauer,-Noella

Accession Number: EJ533350

Publication Year: 1996

Journal: Canadian-Social-Studies; v30 n4 p163-64 Sum 1996

International Standard Serial Number: ISSN-1191-162X

Document Type: Reports - Descriptive (141); Journal Articles (080)

Descriptors: Citizenship-Education; Cultural-Differences; Cultural-Interrelationships; English-Second-Language; Federal-Indian-Relationship; Foreign-Countries; Higher-Education; Jargon-; Social-Studies; Tribal-Government; Tribally-Controlled-Education; *Canada-Natives; *Civics-; *Cultural-Traits; *Language-Skills; *Self-Determination; *Values-

Identifiers: *Canada-

Abstract: Discusses the difficulties Indian students have with civics and government classes. The tribal value system of reciprocal respect and loyalty is often antithetical to many political concepts such as confrontational politics and special interest groups. This, in turn, leads to a distrust of the idea of self-government. (MJP)

Title: Promoting Civic Competence Using Children's Trade Books: Ideas for Pre-K-4 Classrooms.

Author: Hicks,-Sandy-Jean

Accession Number: EJ530100

Publication Year: 1996

Journal: Social-Education; v60 n4 p216-19 Apr-May 1996

International Standard Serial Number: ISSN-0037-7724

Document Type: Reports - Descriptive (141); Journal Articles (080)

Descriptors: Learning-Activities; Primary-Education; Reading-Materials; Selection-; Supplementary-Reading-Materials; Thematic-Approach; *Childrens-Literature; *Citizenship-Education; *Civics-; *Interdisciplinary-Approach; *Social-Studies

Identifiers: Trade-Books; *Fredericks-A

Abstract: Maintains that literature-based social studies instruction can be used to teach civic responsibility even at the primary level. Includes three sample lessons teaching personal responsibility, environmental responsibility, and a citizen's responsibility to the community. Each lesson uses a children's book as the main text. (MJP)

Title: Questions and Answers: Administrator Views of the Uses and Value of the Standards.

Author: Awbrey,-Marvin

Accession Number: EJ522203

Publication Year: 1995

Journal: Social-Studies-Review; v35 n1 p30-33 Fall 1995

International Standard Serial Number: ISSN-1056-6325

Available From: UMI

Document Type: Reports - Descriptive (141); Opinion Papers (120); Journal Articles (080)

Descriptors: Civics-; Curriculum-Enrichment; Democratic-Values; Educational-Policy; Educational-Quality; Elementary-Secondary-Education; Social-Studies; Student-Needs; Teacher-Effectiveness; Values-Education; *Citizenship-Education; *Curriculum-Development; *Educational-Objectives; *Public-Affairs-Education; *School-Administration; *Standards-

Identifiers: *National-Standards-for-Civics-and-Government

Abstract: Considers the controversy over national education standards and evaluates their potential in the classroom. Specifically, looks at staff development and the goals of school administrators in the light of the recent National Standards in Civics and Government. Postulates that classrooms can become living laboratories for American democracy. (MJP)

See also "Opinions."

Title: Religious-Centered Multiethnic Societies: Multiple Identities and Ethnopolitics in Latvia.

Author: Karklins, Rasma; Zepa, Brigita

Accession Number: ED number will be assigned.

Document Type: Reports - Descriptive (141)

Journal: American Behavioral Scientist; v40 n1 p33-45 Sep 1996

Descriptors: Higher Education; Multicultural Education; Global Education; Ethnic Distribution; Cultural Interrelationships; Social Structure; Sociocultural Patterns; Sociology; Foreign Countries; Ethnicity; *Ethnic Groups; Culture Conflict; Ethnic Relations; Group Unity; *Religious Factors; *Self Concept; *Social Change; *Political Power; Public Opinion; *Nationalism

Identifiers: *Latvia

Abstract: Maintains that people have multiple identities and discusses how these differential identities were realigned in Latvia during and after the collapse of the Soviet Union. Survey data suggests current ethnopolitical identity incorporates multiple dimensions and a strong contextual component. Includes graphs and tables of statistical data. (MJP)

Title: Representative Democracy in Latvia: The Elections of 1995 and 1996.
Author: Patrick, John J.
Accession Number: EJ536758
Journal: Social Education; v60 n7 p420-23 Nov-Dec 1996
Note: Grouped with SO 528 261 and SO 528 263 in journal section entitled "Recent Elections in Former Soviet-Bloc Countries."
International Standard Serial Number: ISSN-0037-7724
Document Type: Project Description (141); Journal Article (080)
Descriptors: Citizen Participation; *Civics; *Democracy; Democratic Values; *Elections; Foreign Countries; *Government (Administrative Body); Law Related Education; *Political Attitudes; Political Campaigns; *Political Parties; Political Power; Secondary Education; Social Change; Social Studies; Social Values
Identifiers: *Latvia
Abstract: Places the recent democratic Latvian elections in the context of that country's historic oppression by the Soviet Union, its resulting demographic character, and the emergence of pragmatic political parties. Analyzes the issues, parties, and coalitions that resulted in Guntis Ulmanis' recent victories. Prospects for continuing democracy appear excellent. (MJP)

Title: The Role of Civic Education. Task Force on Civic Education Paper.
Author: Quigley, Charles
Accession Number: ED403203
Corporate Sponsor: Communitarian Network, Washington, DC.
Publication Year: 1995
Note: 18 p.
Price: EDRS Price - MF01/PC01 Plus Postage.
Document Type: Position Paper (120); Project Description (141)
Descriptors: *Citizen Participation; Citizen Role; *Citizenship; *Citizenship Education; Citizenship Responsibility; *Civics; *Democracy; Democratic Values; *Educational Innovation; Educational Objectives; Elementary Secondary Education; Social Studies
Identifiers: *Character Education; Communitarianism
Abstract: Civic education is essential for sustaining constitutional democracy in the United States, a country with the world's oldest constitutional democracy with political institutions whose philosophical foundations serve as a model for aspiring peoples around the world. This task force paper involves a nation-wide discussion of civic education, what its principal goals should be, and how civic education can be revitalized. The paper answers the following questions: "What is civic education and what should its principal goals be?"; "What evidence is there of the need to improve civic education?"; "What is the relationship of civic education and character education?"; What are the characteristics of successful programs in civic education?"; and "How can civic education be revitalized?" (Contains 25 references.) (CB)
See also "Opinions."

Title: The Role of Social Sciences in the Central and Eastern European Transformation Process.
Author: Tamasi, Peter
Accession Number: ED number will be assigned.
Document Type: Reports - Descriptive (141)
Available From: Blackwell Publishers, 238 Main Street, Cambridge, MA 02142.
International Standard Serial Number: ISSN-0020-8701
Journal: International Social Science Journal; v48 n2 p269-276 Jun 1996
Descriptors: Higher Education; *Social Sciences; Foreign Countries; *Developing Countries; Social Change; *Democratic Values; Scholarship; Intellectual Disciplines; *Theory Practice Relationship; Politics; *Public Policy; *Political Issues; Change Agents; Social Scientists
Identifiers: *Europe (East)
Abstract: Examines the various ways that social sciences can promote the social and governmental transformative process in Eastern Europe. Defines three functions of social sciences: to reveal real processes, to understand and diagnose problems, and to foresee future trends. Discusses the tensions among social scientists and policy makers and politicians. (MJP)

Title: Roles, Regulations, and Relearning: Teaching in a Transitional Society.
Author: Kaufman,-Cathy-C.
Accession Number: EJ524366
Publication Year: 1996
Journal: Phi-Delta-Kappan; v77 n9 p637-40 May 1996
International Standard Serial Number: ISSN-0031-7217
Available From: UMI
Document Type: Reports - Evaluative (142); Reports - Descriptive (141); Journal Articles (080)
Descriptors: Communism-; Elementary-Secondary-Education; Foreign-Countries; Marxism-; Russian-; *Core-Curriculum; *Curriculum-Development; *Educational-Change; *Political-Issues; *Social-Change; *Teaching-Conditions
Identifiers: *Hungary-
Abstract: Although Hungary's 1989 political transformation gave new credibility to existing policies, it did not necessarily translate into an understanding of participatory decision making or enthusiasm for school reform. Beyond the rhetoric are two dramatic curricular alterations: removal of the Marxist ideology infusing each discipline and elimination of the Russian language requirement. (MLH)

Title: The Russian Election of 1996.
Author: Smith, Ben A.
Accession Number: EJ536757
Journal: Social Education; v60 n7 p419-20 Nov-Dec 1996
Note: Grouped with SO 528 262-263 in journal section entitled "Recent Elections in Former Soviet-Bloc Countries."
International Standard Serial Number: ISSN-0037-7724
Document Type: Project Description (141); Journal Article (080)
Descriptors: Citizen Participation; *Civics; *Democracy; Democratic Values; Economic Factors; *Elections; Foreign Countries; Free Enterprise System; *Government (Administrative Body); Law Related Education; *Political Attitudes; Political Campaigns; Political Power; Secondary Education; Social Change; Social Studies; *Voting
Identifiers: *Russia
Abstract: Reviews the main issues and candidates involved in the recent Russian national elections. Although the transition to a market economy has been painful, most Russians still back Boris Yeltsin over Communist party candidate, Gennady Zyuganov. Maintains that grass-roots capitalism and democratic reforms still enjoy popular support. (MJP)

Title: Surviving between a Rock and a Hard Place.
Author: Winkler,-Jan
Accession Number: EJ523008
Publication Year: 1996
Journal: Higher-Education-Review; v28 n2 p40-47 Spr 1996
International Standard Serial Number: ISSN-0018-1609
Available From: UMI
Document Type: Reports - Descriptive (141); Opinion Papers (120); Journal Articles (080)
Descriptors: Change-Strategies; Educational-Change; Foreign-Countries; Government-Role; International-Cooperation; *Democratic-Values; *Economic-Change; *Free-Enterprise-System; *Higher-Education; *Social-Change; *Social-Stratification
Identifiers: *Czech-Republic
Abstract: Perceived dangers to democratic development in the Czech society and, by extension, to higher education there, are examined, including commercialization combined with overt social stratification creating resentment and culture shock; termination of price control and guaranteed employment; withdrawal of state subsidies from popular and important institutions; and disappointment from less-than-expected Western aid and investment. (Author/MSE)
See also "Opinions."

Title: Symbols as Substance in National Civics Standards.
Author: Merelman,-Richard-M.
Accession Number: EJ533335
Publication Year: 1996
Journal: PS:-Political-Science-and-Politics; v29 n1 p53-57 Mar 1996
International Standard Serial Number: ISSN-1049-0965
Note: Symposium: Political Scientists Examine Civics Standards.
Document Type: Reports - Descriptive (141); Journal Articles (080)
Descriptors: Citizenship-Education; Citizenship-Responsibility; Democratic-Values; Educational-Assessment; Educational-Improvement; Educational-Quality; Elementary-Secondary-Education; Law-Related-Education; Political-Science; Politics-of-Education; Socialization-; Social-Values; *Academic-Standards; *Civics-; *Elitism-; *Hidden-Curriculum; *National-Programs
Identifiers: *National-Standards-for-Civics-and-Government
Abstract: Criticizes the national civics standards for emphasizing shared political values over political participation, oversimplifying the relationships among U.S. political values, and relying upon elite statements to identify those values. Characterizes the proposed standards as a symbolic ritual for reinforcing cultural hegemony. (MJP)

Title: A Teacher's Thoughts on Grades 5-8 Citizenship: The Role of the Civics and Government Standards.
Author: Smith,-Dana-James
Accession Number: EJ522201
Publication Year: 1995
Journal: Social-Studies-Review; v35 n1 p20-23 Fall 1995
International Standard Serial Number: ISSN-1056-6325
Available From: UMI
Document Type: Reports - Descriptive (141); Opinion Papers (120); Journal Articles (080)
Descriptors: Citizen-Participation; Class-Activities; Classroom-Techniques; Constitutional-History; Curriculum-Enrichment; Educational-Quality; Instructional-Innovation; Middle-Schools; Public-Affairs-Education; Role-Playing; Social-Responsibility; Social-Studies; Teacher-Effectiveness; *Citizenship-Education; *Civics-; *Democratic-Values; *Educational-Objectives; *Law-Related-Education; *Standards-
Identifiers: Blooms-Taxonomy; California-History-Social-Science-Framework-1988; *National-Standards-for-Civics-and-Government
Abstract: Discusses the National Standards use of Bloom's Taxonomy and how it relates to increasing

levels of expectations for students. Includes several examples illustrating middle school level expectations, such as distinguishing between governments with a constitution and constitutional governments. Maintains that effective civic education can offset students' feelings of powerlessness. (MJP)

See also "Opinions."

Title: Teaching about American Democracy through Historical Cases.

Author: Appleton, Sheldon

Accession Number: EJ534995

Journal: PS: Political Science and Politics; v28 n4 p730-33 Dec 1995

International Standard Serial Number: ISSN-1049-0965

Document Type: Project Description (141); Journal Article (080)

Descriptors: *Case Studies; *Content Analysis; *Controversial Issues (Course Content); *Democracy; Democratic Values; Discussion (Teaching Technique); Dissent; Higher Education; History Instruction; Instructional Effectiveness; Instructional Innovation; International Relations; Moral Issues; Political Issues; *Political Science; Teaching Methods; *United States History

Identifiers: *Roosevelt (Franklin D)

Abstract: Outlines several historical cases that can be used to illustrate and teach paradoxical concepts concerning democracy. For example, can an "undemocratic" action be correct (the Louisiana Purchase)? The combination of historical incident and controversy provokes a lively and challenging discussion of democratic principles. (MJP)

Title: Teaching about International Conflict and Peace.

Author: Soley, Mary E.

Accession Number: EJ536763

Journal: Social Education; v60 n7 p432-38 Nov-Dec 1996

International Standard Serial Number: ISSN-0037-7724

Document Type: Project Description (141); Journal Article (080)

Descriptors: Citizenship Education; Civics; Conflict; *Conflict Resolution; Culture Contact; *Curriculum Development; Foreign Countries; *Global Education; Higher Education; International Cooperation; *International Relations; Learning Activities; Peace; Social Studies; *Teacher Education; War

Identifiers: *Lund (Michael)

Abstract: Considers ways to make the complex subjects of conflict and conflict resolution meaningful and manageable in the classroom. Recommends rigorous planning, clear definitions, and classifications of the different kinds of conflict. Includes a problem-solving lesson, list of lesson ideas, and teaching approaches. (MJP)

Title: Teaching Collaborative Skills to Enhance the Development of Effective Citizens.

Author: Fertig,-Gary

Accession Number: EJ523759

Publication Year: 1995

Journal: Southern-Social-Studies-Journal; v21 n1 p53-64 Fall 1995

International Standard Serial Number: ISSN-1047-7942

Document Type: Reports - Descriptive (141); Journal Articles (080)

Descriptors: Cooperative-Learning; Elementary-Secondary-Education; Ethical-Instruction; Group-Activities; Humanistic-Education; Learning-Activities; Student-Participation; Values-Clarification; Values-Education; *Citizenship-Education; *Cooperation-; *Democratic-Values; *Experiential-Learning; *Prosocial-Behavior; *Small-Group-Instruction

Identifiers: *Collaborative-Skills

Abstract: Proposes that collaborative small group work can serve as a model for transmitting democratic values and facilitating citizenship education in the classroom. Presents an example of a class divided into teams, arguing selected positions on immigration, and arriving at a written policy. Includes list of collaborative skills to be taught. (MJP)

Title: Tensions Between Individualism and Community in Educational Settings Today: Choices and Prospects - A Classroom Perspective.

Author: Boge, Wolfgang

Accession Number: ED403200

Publication Year: Oct 1996

Note: 9p.; Paper presented at the International Conference on Individualism and Community in a Democratic Society (Washington, DC, October 6-11, 1996).

Price: EDRS Price - MF01/PC01 Plus Postage.

Document Type: Conference Paper (150); Project Description (141)

Descriptors: Adoption (Ideas); *Citizenship Education; *Civics; Concept Teaching; *Curriculum Development; *Curriculum Evaluation; Educational Objectives; Educational Strategies; Foreign Countries; Higher Education; Individualism; *Instructional Material Evaluation; Liberalism; Secondary Education; Teaching Methods; *Theory Practice Relationship

Identifiers: Communitarianism; *Germany

Abstract: Although academics in Germany are engaged in extensive theoretical discussions over individualism ("liberalism") and communitarianism, this paper argues that the modern question of "individual freedom versus the community" is not currently an explicit component of the German civic education curriculum. Because of the difficult and vague nature of German academic theory, potentially valuable and relevant theoretical discus-

sions often do not affect education practitioners. A classroom teacher's perspective is formed first not by theory but rather by the expressed interests of students and the topical conflicts in society as mirrored in the media; the teacher's field of interest, educational background, and teacher training; and the availability of applicable teaching materials. The treatment of the "liberal freedom versus the community" concept in various teacher materials including German civic education curricula, textbooks, magazines, "brochures," and teaching units is evaluated. The concept's relevancy to high school civic education is demonstrated and examples of questions to apply in the civics classroom are provided. (Contains 17 references.) (CB)

See also "Speeches and Conference Papers."

Title: Training Elementary School Students to Manage Conflict.

Author: Johnson,-David-W.; And-Others

Accession Number: EJ526672

Publication Year: 1995

Journal: Journal-of-Social-Psychology; v135 n6 p673-86 Dec 1995

International Standard Serial Number: ISSN-0022-4545

Available From: UMI

Document Type: Reports - Descriptive (141); Journal Articles (080)

Descriptors: Cognitive-Processes; Cooperation-; Daily-Living-Skills; Elementary-Education; Intergroup-Relations; Peer-Influence; Peer-Teaching; Problem-Solving; Social-Cognition; Social-Values; *Conflict-Resolution; *Elementary-School-Students; *Humanistic-Education; *Interpersonal-Competence; *Peer-Counseling; *Prosocial-Behavior

Identifiers: *Peer-Mediation

Abstract: Discusses the effectiveness of a peer mediation program in a Midwestern suburban elementary school. Responses to questionnaires given to students and teachers suggested that the students successfully learned the procedures and applied them in conflict situations throughout the year. Includes a thorough description of the program's procedures. (MJP)

Title: USENET Discussion Groups in Political Science Courses.

Author: Bailey, Martha

Accession Number: EJ534991

Journal: PS: Political Science and Politics; v28 n4 p721-22 Dec 1995

Note: Article part of a symposium: "Using the Internet in the Political Science Classroom."

International Standard Serial Number: ISSN-1049-0965

Document Type: Project Description (141); Journal Article (080)

Descriptors: *Computer Mediated Communication; *Computer Uses in Education; *Discussion (Teaching Technique); *Discussion Groups; Educational Change; Educational Technology; Electronic Mail; Higher Education; Instructional Innovation; *Internet; *Political Science; Research Tools; Teaching Methods; Technological Advancement; World Wide Web

Identifiers: *USENET

Abstract: Considers the applications and limitations of supplementing political science instruction with USENET discussion groups. Maintains that the engaging and topical nature of the discussion groups can enhance traditional course materials. Notes, however, that USENET comments often are not indicative of the general public. Briefly discusses reference and citation issues. (MJP)

Title: Using National Standards for H.S. History and Civics: A Teacher's Perspective.

Author: Mohatt,-Everett

Accession Number: EJ522202

Publication Year: 1995

Journal: Social-Studies-Review; v35 n1 p24-29 Fall 1995

International Standard Serial Number: ISSN-1056-6325

Available From: UMI

Document Type: Reports - Descriptive (141); Opinion Papers (120); Journal Articles (080)

Descriptors: Citizen-Participation; Curriculum-Enrichment; Democratic-Values; Educational-Objectives; Educational-Quality; Law-Related-Education; Parent-Role; Secondary-Education; Social-Responsibility; Social-Studies; Student-Needs; Teacher-Effectiveness; *Citizenship-Education; *Civics-; *Classroom-Techniques; *Instructional-Innovation; *Public-Affairs-Education; *Standards-

Identifiers: *National-Standards-for-Civics-and-Government

Abstract: Elaborates on specific ways that the National Standards can improve high school civics education. Suggests three interrelated key approaches: adapting the standards to current textbooks, making the course practical for each individual student, and utilizing them to involve the whole class. (MJP)

See also "Opinions."

Title: Using the Internet as a Teaching Tool: Why Wait Any Longer?

Author: Ball, William J.

Accession Number: EJ534990

Journal: PS: Political Science and Politics; v28 n4 p718-20 Dec 1995

Note: Article part of a symposium: "Using the Internet in the Political Science Classroom."

International Standard Serial Number: ISSN-1049-0965

Document Type: Project Description (141); Journal Article (080)

Descriptors: *Computer Uses in Education; Educational Change; *Educational Technology; Higher Education; *Instructional Effectiveness; Instructional Innovation; *Internet; *Political Science; Research Tools; Teaching Methods; *Technological Advancement; World Wide Web

Abstract: Summarizes the extensive changes that have occurred in recent years on the Internet with regard to access and content. Maintains that the combination of subject coverage and user-friendly technology makes the Internet a valuable teaching resource. Suggests ways to incorporate this into political science instruction. (MJP)

Title: Using the National Standards for Grades 4-6: A Teacher's View.

Author: Coleman,-Rhoda

Accession Number: EJ522200

Publication Year: 1995

Journal: Social-Studies-Review; v35 n1 p16-19 Fall 1995

International Standard Serial Number: ISSN-1056-6325

Available From: UMI

Document Type: Reports - Descriptive (141); Opinion Papers (120); Journal Articles (080)

Descriptors: Civics-; Class-Activities; Democratic-Values; Education-; Educational-Objectives; Educational-Quality; Elementary-Education; Instructional-Innovation; Intermediate-Grades; Middle-Schools; Role-Playing; Social-Studies; Student-Needs; Teacher-Effectiveness; Values-Education; Writing-Assignments; *Citizenship-Education; *Classroom-Techniques; *Curriculum-Enrichment; *Standards-

Identifiers: *National-Standards-for-Civics-and-Government

Abstract: Outlines uses of participatory activities suggested for middle school students in the National Standards in Civics and Government. One fifth-grade group studied drug and alcohol problems from a constitutional perspective. Another simulation involved students role playing interest groups lobbying a senator about legislation concerning smoking. (MJP)

See also "Opinions."

Title: Using Trade Books to Encourage Critical Thinking about Citizenship in High School Social Studies.

Author: Bean,-Thomas-W.; And-Others

Accession Number: EJ530104

Publication Year: 1996

Journal: Social-Education; v60 n4 p227-30 Apr-May 1996

International Standard Serial Number: ISSN-0037-7724

Document Type: Reports - Descriptive (141); Journal Articles (080)

Descriptors: Civics-; Discussion-Teaching-Technique; Reading-Materials; Secondary-Education; Selection-; Supplementary-Reading-Materials; Thematic-Approach

Descriptors: *Adolescent-Literature; *Citizenship-Education; *Critical-Thinking; *Interdisciplinary-Approach; *Social-Studies

Identifiers: Trade-Books

Identifiers: *Klass-David

Abstract: Examines the young adult novel "California Blue" and provides related learning activities designed to foster critical thinking skills in high school students. The novel is set in the Northern California logging country where environmental concerns pit a teenager against his family and community. Addresses issues of citizenship education. (MJP)

Title: The Value of the Civics Standards: A History-Social Science Consultant's Perspective.

Author: Hatcher,-Carol

Accession Number: EJ522204

Publication Year: 1995

Journal: Social-Studies-Review; v35 n1 p34-37 Fall 1995

International Standard Serial Number: ISSN-1056-6325

Available From: UMI

Document Type: Reports - Descriptive (141); Opinion Papers (120); Journal Articles (080)

Descriptors: Curriculum-Development; Curriculum-Enrichment; Educational-Change; Educational-Objectives; Educational-Policy; Educational-Quality; Elementary-Secondary-Education; Global-Approach; Social-Responsibility; Social-Studies; Values-Education; *Citizenship-Education; *Civics-; *Public-Affairs-Education; *Standards-; *Student-Needs; *Teacher-Effectiveness

Identifiers: *National-Standards-for-Civics-and-Government

Abstract: Endorses the National Standards for specifying what students should know and be able to do, as well as providing guidelines for demonstrating competency. Stresses that supervisors and teachers, working together and using the standards, can provide a consistent and sequential learning environment. (MJP)

See also "Opinions."

Title: Webbing It.

Author: Brandsberg, Jennifer

Accession Number: EJ531621

Journal: Update on Law-Related Education; v20 n3 p14 Fall 1996

International Standard Serial Number: ISSN-0147-8648

Document Type: Project Description (141); Journal Article (080)

Descriptors: *Access to Information; Citizen Participa-

tion; *Citizenship Education; Civics; Computer Uses in Education; Current Events; Elections; Elementary Secondary Education; Hypermedia; Information Dissemination; Information Systems; *Internet; Law Related Education; *Political Campaigns; Political Candidates; *Political Parties; Politics; Public Affairs Education; Social Studies; *World Wide Web

Abstract: Provides a quick look at some World Wide Web sites that contain current election year information. Recommends Project Vote Smart, a site with links to online news organizations, the home pages of all presidential candidates, and other political sites. Briefly notes several interactive CD-ROM resources. (MJP)

Title: What Research Tells Us About Citizenship in English Canada.

Author: Sears,-Alan

Accession Number: EJ531604

Publication Year: 1996

Journal: Canadian-Social-Studies; v30 n3 p121-27 Spr 1996

International Standard Serial Number: ISSN-1191-162X

Document Type: Reports - Descriptive (141); Journal Articles (080)

Descriptors: Civics-; Educational-Diagnosis; Elementary-Secondary-Education; Foreign-Countries; Multicultural-Education; Public-Affairs-Education; Social-Studies; *Citizenship-Education; *Citizenship-Responsibility; *Classroom-Environment; *Curriculum-Development; *Educational-Assessment; *Educational-Research

Identifiers: *Canada-

Abstract: Reviews recent research on citizenship education in Canada. Discovers that, although citizenship education is widely promoted, little is known about actual classroom practices, and wide disparities exist about the very definition of citizenship. Some evidence suggests improvement; however, more research is needed. (MJP)

Title: When First Graders Go to the Polls.

Author: Brountas,-Maria

Accession Number: EJ533078

Publication Year: 1996

Journal: Teaching-Pre-K-8; v27 n3 p30-32 Nov-Dec 1996

International Standard Serial Number: ISSN-0891-4508

Document Type: Reports - Descriptive (141); Journal Articles (080)

Descriptors: Class-Activities; Elementary-School-Students; Grade-1; High-School-Students; Presidential-Campaigns-United-States; Primary-Education; Secondary-Education; Voting-; Voting-Rights; *Citizenship-Education; *Civics-; *Cross-Age-Teaching; *Elections-; *Teaching-Methods

Abstract: Describes a unit on voting conducted by high school seniors for first graders in Bangor, Maine. Lists learning goals for both groups, describing how high school teacher and students collaborated with first-grade teacher to develop the unit and construct teaching aids. Details the unit's components, including a voting game, democracy, voting process, and a mock election. (KDFB)

SPEECHES and CONFERENCE PAPERS

Title: Civic Education in the Czech Republic. ASHE Annual Meeting Paper.
Author: Mauch,-James
Accession Number: ED391431
Publication Year: 1995
Note: 11 p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (20th, Orlando, FL, November 2-5, 1995).
Price: EDRS Price - MF01/PC01 Plus Postage.
Document Type: Speeches /Meeting Papers (150); Reports - Descriptive (141)
Descriptors: Citizen-Participation; Citizenship-Responsibility; Civics-; Course-Content; Critical-Thinking; Curriculum-Design; Educational-History; Educational-Objectives; Elementary-Secondary-Education; Foreign-Countries; Government-School-Relationship; Higher-Education; Political-Attitudes; Politics-of-Education; *Citizenship-Education; *Educational-Change
Identifiers: Communist-Party; Soviet-Education; Soviet-Pedagogy; USSR-; *ASHE-Annual-Meeting; *Czech-Republic
Abstract: This paper describes some aspects of the transition taking place in Czech educational efforts since the "Velvet Revolution" of 1989, particularly changes in the teaching of civic education in the schools. The paper takes the position that governments find it important to mold new generations in areas of civic responsibility, whatever the nature of those governments, however controlling or free they may be. The paper is based on exploratory interviews with students, faculty, and administrators at the University of South Bohemia and at the Ministry of Education in 1992-94, as well as a limited review of the literature. A section on education under Communism describes the 40 year effort to remold Czechoslovak education in the image and likeness of the Soviet Union's education system and following the principles of international communism. The next several sections describe the transitions to a post-communist educational system in basic education, secondary education, higher education and civic education. A section devoted to the transition period following the revolution goes into greater detail on the content of a new civic education which is seen as having the goal of providing students with the skills for individual responsibility and social participation, with ethical values, and with the ability to think critically. A final section offers recommendations for planning civic education curricula. (Contains 15 references.) (JB)
See also "Project Descriptions and Reports."

Title: Civic Education Reform in the Context of Transition.
Author: Kalous, Jaroslav
Accession Number: ED402255
Publication Year: 1996
Note: 9p.; Paper presented at the International Conference on Individualism and Community in a Democratic Society (Washington, DC, October 6-11, 1996).
Price: EDRS Price - MF01/PC01 Plus Postage.
Document Type: Conference Paper (150); Project Description (141)
Descriptors: Change Agents; *Citizenship Education; *Communism; *Curriculum Development; *Educational Change; *Educational Development; Educational Environment; Educational Experiments; Educational Innovation; Foreign Countries; Higher Education; *Politics of Education; Social Change
Identifiers: *Czech Republic; Europe (Central); Europe (East)
Abstract: Defining civic education reform in the Czech Republic since 1989 in terms of its post-communist transition, this paper contends that the breadth, depth, and range of educational reforms proposed or already adopted in Central and Eastern European societies is extensive, involving most areas of education (curricula, educational legislation, management, new types of school and university institutions, and the system's overall structure, administration, and financing). The document includes explanations of Czech Republic education reforms from political, historical, and sociological perspectives: "Character of Our Educational Reform"; "'Anomie' and 'Crisis'"; "The Heritage of the Communist Regime"; "The Role of Pre-war Models and Traditions"; "The Influences of Political Doctrines"; "The Legislative Framework"; "The Role of Public Opinion and the Media"; "General Principles and Main Problems of Curriculum Reform"; and "Conclusions." After a seven-year transitional process that has opened up the education system to local and individual initiatives with relatively minor State involvement, the next phase of reform in the Czech Republic (and Central and Eastern Europe) requires collaborative discussions on the goals of education and curriculum content.(CB)
See also "Project Descriptions and Reports."

Title: Community and Individuality in Civic Education for Democracy.
Author: Patrick, John J.
Accession Number: ED403205
Publication Year: Oct 1996
Note: 13 p.; Paper presented at the International Conference on Individualism and Community in a Democratic Society (Washington, DC, October 6-11, 1996).

Price: EDRS Price - MF01/PC01 Plus Postage.
Document Type: Conference Paper (150); Project Description (141)
Descriptors: Citizen Participation; *Citizen Role; *Citizenship Education; Citizenship Responsibility; *Civics; Community; *Community Role; Curriculum Development; Democracy; *Democratic Values; Educational Objectives; Higher Education; Individualism; Political Attitudes; Public Affairs Education; Secondary Education; Service Learning; Student Participation; Teaching Guides; *United States Government (Course)
Abstract: The interactions of individuality and community in a democratic republic have remained the great object of civic inquiries, the perplexing civic problem throughout the more than 200 years of U.S. constitutional history. This paper argues that this inquiry should be at the center of civic education today. Five recommendations for civic educators to meet this challenge include: (1) teach the analysis and appraisal of public issues about community and individuality and emphasize those issues that have been landmarks of public debate in U.S. history; (2) teach comparatively and internationally about public issues pertaining to community and individuality in different constitutional democracies of the world; (3) conduct the classroom and the school in a manner that exemplifies the conjoining of community and individuality in a democratic civic culture; (4) use service learning in the community outside the school to teach civic virtues and skills needed to conjoin community and individuality in civic life; and (5) teach civic knowledge, skills, and virtues that constitute a common core of learning by which to maintain the culture of a community and coterminously teach individuals to think critically for the purposes of freeing themselves from unworthy traditions and to seek improvement of the community. (Contains 14 references.) (CB)
See also "Project Descriptions and Reports."

Title: Democratic Pedagogy as Content and Method in Teacher Education: Conversation as Research-in-Action.
Author: Alibrandi,-Marsha; Seigel,-Susan
Accession Number: ED397051
Publication Year: 1996
Note: 30 p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
Price: EDRS Price - MF01/PC02 Plus Postage.
Document Type: Speeches /Meeting Papers (150); Reports - Research (143)
Descriptors: Conflict-Resolution; Course-Objectives; Graduate-Study; Higher-Education; Problem-Solving; Secondary-Education; Seminars-; Social-Cognition; Teacher-Collaboration; Teacher-Education; Teacher-Educators; Teacher-Student-Relationship; *Action-Research; *Classroom-Communication; *Democratic-Values; *Group-Dynamics; *Participative-Decision-Making; *Teaching-Models
Identifiers: *Teacher-Researchers
Abstract: This study examined student and instructor reflection upon a 2-year teacher education seminar designed to provide experiential and theoretical grounding in democratic pedagogy. Through conversation-as-research, instructors interpreted group dynamics in their conversations during breaks, lunch hours, and evenings throughout the seminar. The central issues guiding the research-in action were: (1) how instructors might co-construct with students a 'democratic dynamic' in a seminar designed to present the topic in both content and method; and (2) how instructors might balance the goals of the seminar content with its process and with students' needs. Seminar participants were mostly graduate students and some undergraduate students; the graduate students were practicing teachers. Findings revealed that collaborative instruction was critical, that conversation was the principal medium for negotiated change, and that certain critical conversations were central to the development of democratic learning communication. (Contains 34 references.) (CK)
See also "Information Analyses."

Title: Facing the Challenges of the 1990s. Organising for Democracy in the Western Cape. Conference Proceedings (Bellville, South Africa, November 17-19, 1989).
Author: Mackenzie,-Liz, Ed.
Accession Number: ED396127
Corporate Sponsor: University of the Western Cape, Bellville (South Africa). Centre for Adult and Continuing Education.
Publication Year: 1989
International Standard Serial Number: ISBN-1-86808-043-9
Available From: Centre for Adult and Continuing Education, University of the Western Cape, Private Bag X17, Bellville 7535, South Africa.
Note: 86 p.; Co-hosted by the Centre for Development Studies, University of the Western Cape.
Price: EDRS Price - MF01/PC04 Plus Postage.
Document Type: Collected Works - Proceedings (021)
Descriptors: Adult-Education; Adult-Literacy; Black-Education; Blacks-; Citizen-Participation; Citizenship-Education; Community-Development; Community-Organizations; Computers-; Conferences-; Cultural-Awareness; Cultural-Education; Demography-; Ecology-; Economic-Development; Educational-Strategies; Edu-

cational-Trends; Foreign-Countries; Health-Promotion; Literacy-Education; Poverty-; Welfare-Services; *Democracy-; *Educational-Needs; *Political-Socialization; *Public-Affairs-Education; *Role-of-Education; *Strategic-Planning

Identifiers: African-National-Congress; Popular-Education; *South-Africa-Western-Cape

Abstract: This document contains selected papers and findings of a conference that was held at South Africa's University of the Western Cape to discuss strategies to organize for democracy in the Western Cape. Presented in section 1 are the opening remarks of Bulelani Ngcuka, Jakes Gerwel, Shirley Walters and the following papers: "South Africa from the 1980s into the 1990s: Organising for Democracy" (Murphy Morobe); "Overview of the Western Cape" (Graeme Bloch); "Summary of Report-Backs from Theme Workshops" (Trevor Manuel); "State Strategy" (Andrew Merrifield); "Negotiations" (Tony Karon); "City Politics: Soweto" (Kehla Shubane); "Constitutional Guidelines" (Willie Hofmeyer); and "Labour and Economic Alternatives" (Howard Gabriels). Section 2 contains summaries of the 19 conference theme workshops, which dealt with such topics as the following: Western Cape economy; health concerns; uprooting poverty in the Western Cape; challenges in the educational sphere; welfare in transition; the cultural movement and recent demographic changes in the Western Cape; relationship between the political economy and ecology; squatter and housing struggles; AIDS; worker-controlled cooperatives; adult education; literacy for democracy; mission of the church; and computers for transformation. Outlined in section 3 is a method for getting people actively involved in the political process. Appended are the African National Congress' constitutional guidelines. (MN)

Title: From a Civic Movement to Political Parties: The Rise and Fall of the Solidarity Committees in Poland, 1989-1991.

Author: Grabowski, Tomek

Accession Number: ED number will be assigned.

Publication Year: 1995

Document Type: Speeches /Meeting Papers (150); Reports - Descriptive (141)

Note: Paper presented at the Annual Meeting of the American Political Science Association (Chicago, IL, August 31-September 3, 1995).

Descriptors: *Political Parties; Political Affiliation; *Political Issues; Political Attitudes; Political Power; Politics; Communism; Democracy; *Democratic Values; Foreign Countries; Higher Education; Social Science Research; Higher Education

Identifiers: *Poland; *Citizens Committees of Solidarity

Abstract: The consolidation of democracy and effective governing depend in part on the institutionalization of a political party system. The pattern of institutionalization for most young democracies is the formation of a glut of new political groups, followed by the elimination of some parties and merging of others. Major political parties then emerge. In 1990, the Solidarity Citizens' Committees arose as the most powerful political force in Poland. By 1991, however, the Committees had disintegrated. After that, another glut of poorly-organized parties, most lacking a membership base and links to broader social groups, surfaced again. In an attempt to answer the question, "Why was so much organizational "capital" lost in the transition from the independent political society of the Leninist period to the era of democratic politics?", this paper charts the lifespan of the Citizens' Committees of Solidarity (CCS), explaining their failure to thrive by reviewing the pattern of their development. The long-term effects of the Committees on post-Communist politics in Poland are examined. Sources for this work-in-progress include interviews with Solidarity politicians involved with the CCS, national press coverage of the movement, and the Citizens' Parliamentary Caucus/Solidarity Citizens' Committees archives in Warsaw (Poland), a collection that includes minutes of the CCS' national conferences working notes, internal memos, and other documents. (LAP)

See also "Project Descriptions and Reports."

Title: From the European to Worldwide Idea of Education.

Author: Chistolini, Sandra

Accession Number: ED396989

Publication Year: Jun 1994

Note: 11p.; Paper presented at the Annual Meeting of the Comparative Education Society in Europe (Copenhagen, Denmark, June 26-30, 1994).

Price: EDRS Price - MF01/PC01 Plus Postage.

Document Type: Conference Paper (150); Position Paper (120)

Descriptors: Citizenship; *Citizenship Education; *Cultural Pluralism; *Ethnic Groups; Ethnic Studies; Foreign Countries; International Relations; Law Related Education; *Racial Discrimination; *Racial Integration; World Problems

Identifiers: Europe

Abstract: This paper presents arguments for a worldwide perspective on contemporary education, and underlines the cultural necessity of widening directions of studies in comparative education. The paper is divided into seven parts, including: (1) "Introduction"; (2) "Multiculturalism and Antiracism as Pedagogical Necessity"; (3) "Assimilation or Education"; (4) "Complexity of Integration"; (5) "Social Processes and Styles of Teaching";

(6) "Toward an Unconfined Concept of Education"; and (7) "References." In recent years society has been facing introverted politics, fearful social relations, and individual and collective actions against ethnic minorities. These facts are clearly in contradiction with democratic ideals and must be addressed. Societal realities call on experts and scientists to restate their theoretical premises in a way that teachers, children, and parents have opportunities to find, within themselves, what to think, what to believe, and what to do for a better social life. (Contains 30 references.) (EH)

See also "Opinions."

Title: Global Versus National Perspectives in the Formation of the European Identity.

Author: Massialas, Byron G.

Accession Number: ED number will be assigned

Publication Year: Apr 1996

Document Type: Reports - Descriptive (141); Speeches /Meeting Papers (150)

Note: Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Descriptors: Cultural Interrelationships; Intergroup Relations; Social Change; Community; Group Unity; Ethnic Relations; Foreign Countries; Higher Education

Identifiers: Greece; *Europe; Europeans; European Community; European Communities Commission

Abstract: This paper attempts to answer two questions: (1) Is there a European identity? and (2) If there is, what does formal education in Greece do to promote or hinder a psychosocial association with this identity? First, "identity" is defined. Two possible perspectives on the emerging European identity - the procedural and the substantive - are considered. European schools are encouraged by the Commission of the European Communities to promote learning of other languages and to foster sensitivity and understanding of other cultures in Europe. There is limited information on how schools in Greece accomplish this. Analysis of Greek curriculum, syllabi, and textbooks, however, shows that there rarely are references to the world outside of Greece. Despite the ethnocentric curriculum, about half of the Greek students surveyed said they wanted to be thought of as both Greek and European. The report concludes it is possible that if values such as democracy, equality, fairness, empathy, understanding, and cooperation are promoted in the Greek curriculum, and if the values parallel those assumed to be basic values of Europe, then Greek education indirectly encourages the acceptance of a European identity. The document includes a 12-item list of references. (LAP)

See also "Project Descriptions and Reports."

Title: The Implications of the Individualism/Communitarian Debate for Civic Education: Observations and Prejudices.

Author: Smith, Duane E.

Accession Number: ED403201

Publication Year: Oct 1996

Note: 12p.; Paper presented at the International Conference on Individualism and Community in a Democratic Society (Washington, DC, October 6-11, 1996).

Price: EDRS Price - MF01/PC01 Plus Postage.

Document Type: Conference Paper (150); Project Description (141); Position Paper (120)

Descriptors: *Citizen Participation; *Citizenship Education; Citizenship Responsibility; *Civics; Critical Thinking; Decision Making; Democracy; Educational Objectives; Higher Education; *Individualism; Intellectual History; *Liberalism; Secondary Education; *Theory Practice Relationship; Thinking Skills

Identifiers: *Communitarianism

Abstract: This paper evaluates how civic education in the United States currently is impacted by the competing theories of individualism ("liberalism") and communitarianism. Each theory's intellectual history and meaning is explained briefly. The implications of the "debate between the defenders of liberalism and their communitarian critics for civic education," although few, include: educators' excessive concern for the affairs of the community ("mandatory voluntary community service" school programs); students' ability to evaluate liberal and communitarian claims (responsibility of citizenship); students' comprehension of democratic theory and the history of democratic practice; students' behavior in terms of the requirements of basic civility and responsibility (be on time, do homework, treat others with respect); and students' awareness of and desire to experience life's possibilities (including political involvement). Comparing democracy to the theater, civic educators need to prepare their students of democratic politics, when not acting, to be an audience of "enlightened and critical viewers, readers, and listeners" who attend most (but not necessarily all) political performances. (CB)

See also "Opinions" and "Project Descriptions and Reports."

Title: The Implications of the Individualism and Communitarian Debate for Civic Education: The Task of Democratic Orientation.

Author: Duerr, Karlheinz

Accession Number: ED402254

Publication Year: 1996

Note: 11p.; Paper presented at the International Conference on Individualism and Community in a Democratic Society (Washington, DC, October 6-11, 1996).

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Price: EDRS Price - MF01/PC01 Plus Postage.
Document Type: Conference Paper (150); Project Description (141)
Descriptors: Citizenship; *Citizenship Education; *Civics; *Democracy; *Democratic Values; Foreign Countries; Futures (of Society); *Individualism; Political Attitudes; Social Change; *Values Education
Identifiers: Communitarianism; *Europe (East); Germany
Abstract: Although the demise of communism in Eastern Europe in 1989 was described as "the ultimate victory of Democracy," this paper asserts that serious internal problems exist within modern democracies throughout Europe and the United States today. However, civic education offers a potential remedy. Part 1, "The New Democratic Question," identifies the main problem area as the relationship between the individual and the community, the so-called "communitarian debate." With the decline of many formerly dominant social institutions (religions organizations, the family, and school) that defined and provided answers to basic moral and ethical questions, the new replacements are often factions and small organizations that offer an almost infinite variety of moral norms, resulting in a new sense of uncertainty, a lack of social and cultural orientation, and a rise in individualism. In Part 2 "The Crisis of Democratic Orientation" is evidenced in the following three societal developments: the decline of central political institutions; the growth in distance between citizen and state; and the rise of special agenda organizations (social movements, interest and lobby groups). These developments represent a change in democratic attitudes resulting in a growing divide between the way democracy works in practice and its normative and legal foundations as set in its constitutions and laws. Part 3, "Implications for Civic Education," proposes that civic education is the best arena in which to ensure that democratic principles are embedded firmly in the social framework of a society and in the hearts and minds of the people. However, a new civic education framework should include expanded methods that reflect social change and the multiplicity of the factors at work in the public sphere. (CB)
See also "Project Descriptions and Reports."

Title: National Standards as Reflectors and Directors of Practices in Civic Education in the U.S.A.
Author: Patrick, John J.
Accession Number: ED403204
Publication Year: Oct 1996
Note: 12 p.; Paper presented at the International Civic Education Conference (Buenos Aires, Argentina, October 2, 1996).
Price: EDRS Price - MF01/PC01 Plus Postage.
Document Type: Conference Paper (150); Project Description (141)
Descriptors: Achievement; *Citizenship Education; *Civics; Course Content; Curriculum; *Curriculum Development; Curriculum Evaluation; Democracy; Educational Assessment; Educational Objectives; Elementary Secondary Education; Higher Education; Instructional Development; *Outcomes of Education; Social Studies; *United States Government (Course)
Identifiers: *National Civics and Government Standards
Abstract: In 1994 the Center for Civic Education published "National Standards for Civics and Government," content standards clearly defining what students should know and be able to do as the outcome of civic education in school. This standards project has been an attempt to standardize the best in civic education and to make the Standards accessible to all teachers and learners of U.S. civics and government. This report takes a closer look at the National Standards by responding to three questions: (1) "What conception of civic education is conveyed by these National Standards?"; (2) "What notable trends in educational practices exemplify the implementation or operationalization of ideas in the standards?"; and (3) "How have the National Standards influenced national assessment of student achievement?" This report concludes that since 1994 the Standards have become criteria by which to criticize constructively civic education programs and practices. However, the National Standards in Civics project should not be a "one-shot" project. Rather, constructive criticism directed at the Standards should be the stimulator of the next round of development of U.S. national standards for civic education. (CB)
See also "Project Descriptions and Reports."

Title: Political Culture in Latvian Schools: Preparation for Democratic Citizenship.
Author: Catlaks, Guntars
Accession Number: ED402257
Publication Year: 1996
Note: 12p.; Paper presented at the International Conference on Individualism and Community in a Democratic Society (Washington DC, October 6-11, 1196).
Price: EDRS Price - MF01/PC01 Plus Postage.
Document Type: Conference Paper (150); Project Description (141)
Descriptors: Citizen Participation; *Citizenship Education; *Civics; Cultural Influences; *Democracy; Democratic Values; Elementary Secondary Education; Foreign Countries; *Political Attitudes; *Politics of Education; School Community Relationship; Teacher Student Relationship
Identifiers: *Latvia
Abstract: Latvia, formerly a Soviet state, has been attempting to create an independent democratic country since the late 1980s. This paper describes the histo-

ry of Latvia's political culture in relation to the country's democratization, particularly in its schools over the last decade. Although many Latvian institutions have been slow to change, visible democratic developments have taken place in the classroom between teachers and students. The change has come mainly as an expansion in teachers' and students' freedom to make their own decisions. Prescriptions for Latvian teachers to continue the growth of their students' democratic citizenship include introducing new democracy education subject materials, teaching methods, and hands-on teacher training beginning with the primary level for teachers of all disciplines. (CB)

See also "Project Descriptions and Reports."

Title: Political Culture in the School and Classroom: Does It Matter?

Author: Fleischman, Steven

Accession Number: ED403202

Publication Year: Oct 1996

Note: 16p.; Paper presented at the International Conference on Individualism and Community in a Democratic Society (Washington, DC, October 6-11, 1996).

Price: EDRS Price - MF01/PC01 Plus Postage.

Document Type: Conference Paper (150); Project Description (141)

Descriptors: Citizen Participation; Citizen Role; *Citizenship Education; *Civics; *Democracy; Democratic Values; Elementary Secondary Education; *Instructional Effectiveness; *Political Socialization; Politics of Education; School Responsibility; *School Role; Student School Relationship

Abstract: With an increasingly wide variety of programs currently labeling themselves "civic education" and being taught by civic educators, the question at hand is how the culture of schools and classrooms contribute to supporting democratic political culture. This paper explores the questions: "Does the structure of the school and classroom have the potential to encourage the development of democratic citizens?" and "Is a school or a classroom organized in an authoritarian manner less likely to encourage the development of skills and attitudes that are democratic?" by making assumptions that how individuals conduct classroom instruction and provide opportunities to practice participation and structure power relations in the school have important consequences in promoting a culture of democracy. Specific paper sections include: (1) "Democratic Citizenship and Education: Making the Connections"; (2) "Promoting a Culture of Democracy: Democratic Practices and Democratic Citizens"; (3) "Education for Democracy: Which Democracy?"; (4) "Democratic Classrooms and Schools: How Democratic Do They Need To Be?"; and (5) "Conclusions: Towards Greater Clarity." (CB)

See also "Project Descriptions and Reports."

Title: Political Culture in the School and Classroom: Preparation for Democratic Citizenship.

Author: Schuetz, Peter

Accession Number: ED403206

Publication Year: 1996

Note: 5p.; Paper presented at the International Conference on Individualism and Community in a Democratic Society (Washington, DC, October 6-11, 1996).

Price: EDRS Price - MF01/PC01 Plus Postage.

Document Type: Conference Paper (150); Project Description (141)

Descriptors: Citizen Participation; *Citizenship Education; *Civics; Curriculum Development; Democracy; Democratic Values; *Educational Objectives; Elementary Secondary Education; Foreign Countries; Higher Education; Instructional Effectiveness; *Political Influences; Political Socialization; Politics of Education; *School Responsibility; School Role; Student School Relationship; *Teacher Responsibility; Teacher Role; Teacher Student Relationship

Identifiers: *Germany

Abstract: Recognizing that civic education is the school subject specifically dedicated to preparing students for democratic citizenship and that the school and classroom often have a less than democratic and value-loaded "political culture," this paper emphasizes the fundamental goals of civic education and then arrives at the ingredients of political culture in the school and classroom that are favorable to preparing students for democratic citizenship. The three fundamental goals of civic education are: (1) helping students become self-confident, well informed citizens who are able to think rationally and who are committed to the values of human dignity and human rights; (2) fostering a willingness and capacity to participate in political affairs on local, national, and international levels; and (3) developing a strong recognition of the need to balance individualism and self-interest with human interdependence and social as well as environmental responsibility. To effectively prepare students for democratic citizenship, individual classrooms, schools, teachers, and administrators must model democratic citizenship with their students in the classroom and school climate in terms of how all members of the school community communicate by avoiding indoctrination at all levels and through the types of learning and teaching methods used. (CB)

See also "Project Descriptions and Reports."

Title: Shifting the Paradigm in Preservice Teacher Education. Modeling Democracy in a Collaborative Site-based Program.

Author: Golez,-Felipe-Victor

Accession Number: ED397013

Publication Year: 1996

Note: 43 p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Price: EDRS Price - MF01/PC02 Plus Postage.

Document Type: Reports - Research (143); Speeches /Meeting Papers (150)

Descriptors: Classroom-Communication; Educational-Change; Elementary-Secondary-Education; Higher-Education; Models-; Outcomes-of-Education; Student-Teachers; Teacher-Student-Relationship; Teaching-Methods; *Beginning-Teachers; *Classroom-Techniques; *Democracy-; *Preservice-Teacher-Education; *Theory-Practice-Relationship

Identifiers: Paradigm-Shifts

Abstract: A reform-oriented teacher education model and its effect on the eventual classroom practice of preservice program graduates is examined. An ethnographic description is provided of the program, which emphasized an experiential philosophical base that permeated both the program and the compulsory educational milieu of the training site. Research consisted of three tiers: (1) a preliminary re-analysis of qualitative evaluation data; (2) interviews with graduates concerning their perceptions of their experiences and how these experiences impacted their first year's practice; and (3) an examination of data pertaining to possible implications for improving teacher education for students from diverse cultural backgrounds. Preliminary analysis of program evaluation data revealed that preservice teachers regularly employed learner-centered instructional strategies in their own practice teaching. Later interviews found use of democratic pedagogy to be integrated into these subjects' classroom practice a year later. Distinctive traits of this program contributing to these outcomes included: a site-based learning context combined with a calculated shift from a social behaviorist to a pragmatic approach toward curriculum and instruction methods; a common philosophical base shared by the university and public school sites; and simultaneous teacher socialization and methods training. (Contains 53 references.) (Author/PB)

See also "Information Analyses."

Title: Strategies for Interculturally-oriented Civics Teaching at Primary and Secondary Level. Final Symposium (Timisoara, Romania, December 7-11, 1994). Report.

Author: Birzea,-Cesar

Accession Number: ED395920

Corporate Sponsor: Council for Cultural Cooperation, Strasbourg (France).

Publication Year: 1995

Note: 53 p.; Part of Project "Democracy, Human Rights, Minorities: Educational and Cultural Aspects." For a related document, see ED 379 223.

Price: EDRS Price - MF01/PC03 Plus Postage.

Document Type: Collected Works - Proceedings (021); Information Analyses - General (070)

Descriptors: Democracy-; Elementary-Secondary-Education; Foreign-Countries; Higher-Education; Intercultural-Programs; Teacher-Education; Teacher-Role; Teaching-Methods; *Citizenship-Education; *Civics-; *Curriculum-Design; *Educational-Objectives; *Educational-Philosophy; *Multicultural-Education

Identifiers: Europe-Central; Europe-East; *Europe-

Abstract: This publication reports on the final symposium of the "Strategies for Interculturally-oriented Civics Teaching at Primary and Secondary Level" pilot project. The report presents an overview of the various aspects of the project and outlines the results of the experimental phase in which 40 teachers representing 16 European countries conducted civics education projects. Among the results were: significant changes in the organization of civics education and in teacher/pupil skills, changes in curricula, improved arrangements for pupil cooperation and pupil participation, and incorporation of the intercultural dimension into curricula and school life. Based on these results, symposium participants agreed that the project should be continued and broadened. The report then describes strategies for interculturally-oriented civics teaching. Participants noted that though civics teaching is not given priority in education policy, civics education is part of a blueprint for society, reflecting a dimension inherent in all human societies, and involving the interaction between several educational environments. Several aspects of an overall strategy are described, including aims (respect, commentaries, co-operation, diversity); principles; levels and spheres of action; parties and institutions involved; process and content; and methods and means. Constraints on civic education are mentioned, including the degradation of public life, the alienation of young people, political manipulation, bureaucratization of teaching, and cooperation between schools and local social and local political institutions. The report concludes with 12 conclusions and recommendations resulting from the symposium. Three appendices contain the reports of the three working groups, the symposium program, and a list of participants. (ND)

See also "Information Analyses."

Title: Teaching and Learning in Middle School Social Studies in Turkey: An Analysis of Curriculum Implementation.

Author: Yildirim, Ali

Accession Number: ED402245
Publication Year: Apr 1996
Note: 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
Price: EDRS Price - MF01/PC01 Plus Postage.
Document Type: Conference Paper (150); Research Report (143)
Descriptors: Area Studies; Civics; *Classroom Environment; Comparative Education; Cross Cultural Studies; *Curriculum Development; Foreign Countries; Geography; History; Intermediate Grades; Junior High Schools; *Middle Schools; *Social Studies; *Student Attitudes; Student Surveys; *Teacher Attitudes
Identifiers: *Turkey
Abstract: This study is part of a larger research project designed to investigate social studies teaching at middle and high school levels in Turkey. This paper assesses curriculum implementation in social studies courses at middle school level from the perspectives of teachers and students. The study design included 88 middle schools in 22 provinces representing the seven geographic regions in Turkey. Social studies teachers of history, geography, and civics in all of the schools at all three grade levels were asked to participate and a stratified random sample of students were selected to represent all grade levels and courses. Two separate questionnaires were designed for the two groups to explore their perceptions of the teaching and learning process in social studies courses. Results are organized under three parts: (1) teachers' perceptions of the curriculum guidelines they use; (2) teachers' and students' assessments of the teaching and learning process in social studies courses in terms of teaching/learning activities, instructional materials, types of assignments and evaluation methods used; and (3) the impact of social studies courses on students from their point of view. (EH)
See also "Information Analyses."

Title: Teaching Democracy as a "Practical" Science: Reorganizing the Curriculum at Institutions of Higher Education for Active Citizenship.
Author: Dixon,-Douglas-A.
Accession Number: ED394431
Publication Year: 1996
Note: 33 p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-13, 1996).
Price: EDRS Price - MF01/PC02 Plus Postage.
Document Type: Speeches /Meeting Papers (150); Reports - Research (143)
Descriptors: Civics-; Elections-; Higher-Education; Political-Issues; Public-Affairs-Education; *Citizenship-Responsibility; *Curriculum-Development; *Democracy-; *Political-Power; *Political-Socialization; *Voter-Registration
Identifiers: Georgia-
Abstract: This paper identifies project-based curriculum elements to increase postsecondary students' sense of political efficacy and their political interest, knowledge, and participation. It evaluates factors correlated with low levels of voting and the implementation of registration activities as remedies; it then introduces curriculum elements based on research to increase the quality and quantity of political participation among the State of Georgia's postsecondary students, including interest group organization and electoral strategies as well as problem identification and analysis. Data and analysis of recent Georgia elections are presented which demonstrate the potential influence that young voters may wield if they unify around common objectives and coordinate their registration and voting activities to influence specific primary and general elections. It is suggested that current voter registration efforts are inadequate and may be improved among students by in-class activities in political science classes. Students also need to learn how to analyze and evaluate public problems, proposed remedies, and their potential consequences and underlying values. Teaching political education using federalism as a central organizing concept is also recommended, and postsecondary institutions are recommended as especially fruitful sources for instilling political responsibility in young voters. Inclusion of a project-based curricular strategy in postsecondary political science classes may result in more effective and higher quality political participation among these young citizens. A theoretical, basic outline for such a project is suggested. (Contains 45 references.) (Author/NAV)
See also "Information Analyses."

Title: Teaching Economic Citizenship.
Author: Messick, Richard E.
Accession Number: ED402256
Corporate Sponsor: Freedom House, Washington, DC.
Publication Year: 1996
Note: 16p.; Paper presented at the CIVITAS Panamericano Conference (Buenos Aires, Argentina, October 1996).
Price: EDRS Price - MF01/PC01 Plus Postage.
Document Type: Conference Paper (150); Position Paper (120)
Descriptors: Citizenship; *Citizenship Education; *Civics; Course Content ; Curriculum Enrichment; *Democracy; *Economics; *Economics Education; Free Enterprise System; *Instructional Development; Secondary Education; Social Studies; Teaching Methods
Abstract: Because most countries in the western hemisphere have rejected authoritarian governments and

economic policies for more democratic governments and freer economies, schools have a responsibility to help maintain democracy by teaching their students to take an active role in deciding both their political and economic futures. Healthy democracies demand students, who as adult citizens, understand, assert, and take responsibility for their fundamental political and economic rights. However, it is uncommon for students to learn about citizenship in terms of economic rights—the freedom to hold property, to earn a living and form associations, to operate a business, to invest one's earnings, to trade internationally, and to participate in the market economy. Traditionally, when it comes to the economy mainly abstract theoretical concepts (flow of money, goods, and services, supply and demand) are taught. Often lacking theoretical inclinations, students understand economic concerns better in terms of how to get jobs or how to borrow enough money to buy vehicles or other things they need. Wage and property concerns such as these can be used by teachers to educate students about the economic dimension of citizenship—the choices and limitations each individual has for participating in economic life as an individual and through trade unions, cooperatives, corporations, and other voluntary associations. Specific learning activities and classroom techniques for enhancing economic citizenship education are proposed in the following sections of the paper: "The Individual and the Market Economy"; "Economic Rights and Economic Freedom"; "The Conditions Required for Citizens to Exercise their Economic Rights"; and "Evaluating Economic Freedom." (CB)

See also "Opinions."

Title: Tensions Between Individualism and Community in Educational Settings Today: Choices and Prospects - A Classroom Perspective.

Author: Boge, Wolfgang

Accession Number: ED403200

Publication Year: Oct 1996

Note: 9p.; Paper presented at the International Conference on Individualism and Community in a Democratic Society (Washington, DC, October 6-11, 1996).

Price: EDRS Price - MF01/PC01 Plus Postage.

Document Type: Conference Paper (150); Project Description (141)

Descriptors: Adoption (Ideas); *Citizenship Education; *Civics; Concept Teaching; *Curriculum Development; *Curriculum Evaluation; Educational Objectives; Educational Strategies; Foreign Countries; Higher Education; Individualism; *Instructional Material Evaluation; Liberalism; Secondary Education; Teaching Methods; *Theory Practice Relationship

Identifiers: Communitarianism; *Germany

Abstract: Although academics in Germany are engaged in extensive theoretical discussions over individualism ("liberalism") and communitarianism, this paper argues that the modern question of "individual freedom versus the community" is not currently an explicit component of the German civic education curriculum. Because of the difficult and vague nature of German academic theory, potentially valuable and relevant theoretical discussions often do not affect education practitioners. A classroom teacher's perspective is formed first not by theory but rather by the expressed interests of students and the topical conflicts in society as mirrored in the media; the teacher's field of interest, educational background, and teacher training; and the availability of applicable teaching materials. The treatment of the "liberal freedom versus the community" concept in various teacher materials including German civic education curricula, textbooks, magazines, "brochures," and teaching units is evaluated. The concept's relevancy to high school civic education is demonstrated and examples of questions to apply in the civics classroom are provided. (Contains 17 references.) (CB)

See also "Project Descriptions and Reports."

III

ERIC Digests on Civic Education

1994 - 1997

Global Trends in Civic Education for Democracy
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Civic Education for Constitutional Democracy: An International Perspective
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Teaching About Democratic Constitutionalism
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Civic Education in the Czech Republic: Curriculum Reform for Democratic Citizenship
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The Framework for the National Assessment of Educational Progress in Civics
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III

IN PART III a series of nine ERIC Digests chronicles developments in civic education over the past decade. Written by ERIC staff and other experts in civic education and the social studies, these selections cover various aspects of education in civics. The topics treated pertain to civic education in American schools: the crafting of national standards, and a framework for national assessment. The digests also cover civic education on an international level and recent advances in the newly democratizing nations of Central and Eastern Europe.

John J. Patrick's 1997 Digest **"Global Trends in Civic Education for Democracy"** opens the series with a comprehensive discussion of nine trends influencing civic education in constitutional democracies. Next, Patrick explores **"Civic Education for Constitutional Democracy: An International Perspective"** in a 1995 Digest. Patrick identifies the essential components of civic education: civic knowledge, skills, and virtues. Democratic teachers, Patrick asserts, develop lessons and learning activities for students that emphasize these civic education components and thus create a classroom environment exemplifying democratic values and liberty. In his 1997 Digest **"Teaching About Democratic Constitutionalism,"** Patrick examines the importance of constitutions and constitutionalism and the teaching of these concepts through international comparisons and Internet resources.

In the 1996 Digest **"Libraries and Democracy,"** Laura Pinhey addresses the role American libraries have played in cultivating democracy and developing the world's new democracies.

Gregory E. Hamot's 1997 Digest **"Civic Education in the Czech Republic: Curriculum Reform for Democratic Citizenship"** describes a collaborative curriculum development project, Civic Education for the Czech Republic (CECR), a joint effort between the Institute for Educational Development of the pedagogical faculty at Charles University in Prague, the Czech Republic, and the University of Iowa College of Education. CECR is one of many cooperative civic education projects among American and Central/Eastern European educators to emerge since the end of communism. In their 1996 Digest **"Civic Education for Democracy in Latvia: The Program of the Democracy Advancement Center,"** Guntars Catlaks and Valts Sarma review the history and accomplishments of the Democracy Advancement Center (DAC) of Riga, a center active in curriculum development and teacher training for civic education in Latvia. In his 1994 Digest **"Teaching Democracy in East Central Europe: The Case of Poland,"** Richard C. Remy describes other such successful civic education activities of Education for Democratic Citizenship in Poland (EDCP), a cooperative project of the Mershon Center of The Ohio State University and several Polish organizations.

Charles F. Bahmueller, a co-developer of the voluntary **"National Standards for Civics and Government"** for students in kindergarten through twelfth grade, describes the Standards and their underlying issues in his 1995 Digest.

John J. Patrick concludes the series with **"The Framework for the National Assessment of Educational Progress in Civics,"** a 1997 Digest briefly summarizing the contents of the "Civics Framework for the 1998 National Assessment of Educational Progress." This Digest treats the framework's development and components, including civic knowledge, skills, and dispositions.

Together these Digests present a snapshot of civic education's path over the past decade: its origins, current status, and likely future.

WHAT IS AN ERIC DIGEST?

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ERIC Digest EDO-SO-97-1

January 1997

Global Trends in Civic Education for Democracy

by John J. Patrick

Since the 1980s, there has been a global resurgence of democracy. In various regions of the world, people of different countries and cultures emphatically have approved of democratic principles and practices. And they have recognized that effective civic education is an indispensable means to the establishment and maintenance of democratic ideals and institutions.

During the 1990s, there has been an unprecedented global dissemination of information about the theory and practice of democracy and civic education for democracy. Nine trends have broad potential for influencing civic education in the constitutional democracies of the world.

Trend 1: Conceptualization of Civic Education in Terms of Three Interrelated Components. Educators throughout the world are recognizing that civic education is teaching and learning the principles and practices of democratic governance and citizenship. Its interrelated components are civic knowledge, civic skills, and civic virtues.

Civic knowledge consists of fundamental ideas and information that learners must know and use to become effective and responsible citizens of a democracy. In general, civic knowledge includes principles of democratic theory, operations of democratic governance, and behaviors of democratic citizenship. In particular, it involves concepts and data about democracy in the learner's country and comparisons with other countries.

Civic skills are the cognitive operations that enable the learner to understand, explain, compare, and evaluate principles and practices of government and citizenship. There also are participatory skills that involve actions by citizens to monitor and influence public policies and the resolution of public issues. Together, the cognitive and participatory skills involve the citizen's use of knowledge to think and act competently in response to the ongoing challenges of democratic governance and citizenship.

Civic virtues, the third essential component of civic education, are the traits of character necessary for the preservation and improvement of democratic governance and citizenship. Examples of civic virtues are respect for the worth and dignity of each person, civility, integrity, self-discipline, tolerance, compassion, and patriotism.

Trend 2: Systematic Teaching of Core Concepts. Civic educators are systematically teaching concepts about democratic governance and citizenship. They are emphasizing the criteria by which one identifies instances or non-instances of fundamental concepts, such as constitutionalism, representative democracy, and individual rights. And they are teaching students to use the criteria to organize and interpret information about political institutions and behavior.

Trend 3: Analysis of Case Studies. Teachers are requiring students to apply core concepts or principles to the analysis of case studies. Thus, students may demonstrate that they understand a concept by using it correctly to organize and interpret information in a case about the political behavior of individuals and groups. Case studies may also be about legal disputes decided by judges or juries in a court of law. The use of case studies brings the drama and vitality of authentic civic life into the classroom and demands the practical application of academic ideas to make sense of the data of civic reality. The content of case studies often is taken from the pages of daily newspapers, weekly news magazines, or televised documentaries.

Trend 4: Development of Decision-Making Skills. Case studies of political and legal issues are used by teachers to develop decision-making skills of students. The issues raised by case studies are occasions for decisions by citizens. Learners are taught to identify occasions for decisions, to examine the alternative choices and the likely consequences of each choice, and to defend one choice as better than the others. This is an especially effective way to teach students how to apply their cognitive skills to the realities of civic life.

Trend 5: Comparative and International Analysis of Government and Citizenship. The global resurgence of constitutional democracy has aroused interest in the comparative method of teaching and learning about government and citizenship. Teachers are requiring students to compare institutions of constitutional democracy in their own country with institutions in other democracies of the contemporary world. The expectation is that this kind of comparative analysis will deepen students' understanding of their own democratic institutions while expanding their knowledge of democratic principles. Further, this kind of comparative analysis is likely to diminish ethnocentrism, as students learn the various ways that principles of democracy can be practiced (Hall 1993).

Trend 6: Development of Participatory Skills and Civic Virtues Through Cooperative Learning Activities. Teachers are emphasizing cooperative learning in small groups, which requires students to work together to achieve a common objective. Through this cooperative learning activity, students develop various participatory skills and the civic virtues associated with them. Learners involved regularly in cooperative learning situations tend to develop such skills as

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leadership, conflict resolution, compromise, negotiation, and constructive criticism (Slavin 1991). And they develop such virtues as toleration, civility, and trust (Stahl and VanSickle 1992).

Trend 7: The Use of Literature to Teach Civic Virtues. Civic educators have recognized that the study of literature, both fictional and historical, exposes students to interesting people who exemplify civic virtues in dramatic situations. The characters in these stories, therefore, may become role models for students. At the very least, they are positive examples of particular civic virtues that can help students understand the meaning and importance of morality in civic life. Sandra Stotsky, an expert on using literature to teach civic virtues, stresses the educational value of exposing learners "to characters who exhibit such traits as courage, hope, optimism, ambition, individual initiative, love of country, love of family, the ability to laugh at themselves, a concern for the environment, and outrage at social injustice" (1992, 1).

Trend 8: Active Learning of Civic Knowledge, Skills, and Virtues. Civic educators are involving students actively in their learning of knowledge, skills, and virtues. Examples of active learning include systematic concept learning, analysis of case studies, development of decision-making skills, cooperative learning tasks, and the interactive group discussions that are associated with teaching civic virtues through literary study. Intellectually active learning of knowledge, in contrast to passive reception of it, appears to be associated with higher levels of achievement. Furthermore, it enables students to develop skills and processes needed for independent inquiry and civic decision making throughout a lifetime. These are capacities of citizenship needed to make a constitutional democracy work.

Trend 9: The Conjoining of Content and Process in Teaching and Learning of Civic Knowledge, Skills, and Virtues. In their development of curricula and classroom lessons, teachers are recognizing that civic virtues and skills, intellectual and participatory, are inseparable from a body of civic knowledge or content. They assume that if learners would think critically and act effectively and virtuously in response to a public issue, they must understand the terms of the issue, its origins, the alternative responses to it, and the likely consequences of these responses. This understanding is based upon the knowledge of learners. And the application of this knowledge to explain, evaluate, and resolve a public issue depends upon the cognitive process skills of learners.

Basic content or subject matter and fundamental cognitive processes or operations are interrelated factors of teaching and learning. To elevate one over the other — content over process or vice versa — is a pedagogical flaw that interferes with effective civic education. Both academic content and process — civic knowledge, virtues, and skills — must be taught and learned in tandem to fulfill the mission of civic education, which is the development of individuals with the capacity to establish, maintain, and improve democratic governance and citizenship in their country and throughout the world.

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ERIC Digest EDO-SO-95-8

December 1995

Civic Education for Constitutional Democracy: An International Perspective

by John J. Patrick

The ideas of liberty, democracy, and constitutionalism have risen to global prominence in the 1990s, as major bastions of totalitarian communism have crumbled and collapsed. In various parts of the world, from Central and South America to Central and Eastern Europe, newly empowered citizens have tried to build democratic foundations for their nation-states. And in their daunting pursuit of the "blessings of liberty," they have understood that new curricula for their schools are as important as new constitutions for their governments. Among other educational goals, they have recognized that schools must teach young citizens the theory and practices of constitutional democracy if they would develop and sustain free societies and free governments.

Regardless of their differences in history, culture, and resources, all people interested in teaching constitutional democracy authentically and effectively must address general educational elements pertaining to civic knowledge, civic skills, and civic virtues. These basic categories of civic education may be treated variously by educators of different countries. But there are certain themes within each generic category that are international and transcultural. They are the criteria by which we define civic education for constitutional democracy. These defining characteristics or standards must NOT be avoided or violated by anyone who would teach authentically the knowledge, skills, and virtues of civic life in a constitutional democracy dedicated to liberty.

Essential Civic Knowledge. The first objective of civic education is to teach thoroughly the meaning of the most basic idea, so that students will know what a constitutional democracy is, and what it is not. If students would be prepared to act as citizens of a constitutional democracy, they must know how to distinguish this type of government from other types. The label constitutional democracy has often been used by regimes with showcase constitutions proclaiming popular governments and individual rights, which have meant little or nothing to the regimes' victims of tyranny. The so-called "people's democracies" of former communist countries are tragic twentieth-century examples of the bogus use of a political label.

Through their civic education in schools, students should develop defensible criteria by which to think critically and evaluate the extent to which their government and other governments of the world do or do not function authentically as constitutional democracies. A few key concepts necessary to a deep understanding of constitutional democracy must be taught and learned, such as the rule of law, limited government, representative government, individual rights, popular sovereignty, political participation, and civil society. Students must learn how these key concepts of democratic political theory are institutionalized and practiced in their own country in comparison to other nation-states of the world.

Finally, students must pursue inquiries about the transnational, generic, perennial problems of any constitutional democracy: how to combine liberty with order, majority rule with minority rights, and private rights with the public good. They must understand that a constitutional democracy will fail (1) if the government has too much power or too little power and (2) if the government overemphasizes majority rule at the expense of minority rights or vice-versa. How to practically and effectively address these dilemmas is the ultimate challenge of citizenship in a constitutional democracy and the determiner of the political system's destiny.

Essential Civic Skills. Core knowledge must be applied effectively to civic life if it would serve the needs of citizens and their *civitas*. Thus, a central facet of civic education for constitutional democracy is development of intellectual skills and participatory skills, which enable citizens to think and act in behalf of their individual rights and their common good. Intellectual skills empower citizens to identify, describe, and explain information and ideas pertinent to public issues and to make and defend decisions on these issues. Participatory skills empower citizens to influence public policy decisions and to hold accountable their representatives in government.

The development of civic skills requires intellectually active learning by students inside and outside the classroom. Students are continually challenged to use information and ideas, individually and collectively, to analyze case studies, respond to public issues, and resolve political problems.

Essential Civic Virtues. A third generic category of democratic civic education pertains to virtues. These are traits of character necessary to preservation and improvement of a constitutional democracy. If citizens would enjoy the privileges and rights of their polity, they must take responsibility for them, which requires a certain measure of civic virtue.

Civic virtues such as self-discipline, civility, compassion, tolerance, and respect for the worth and dignity of all individuals are indispensable to the proper functioning of civil society and constitutional government. These characteristics must be nurtured through various social agencies, including the school, in a healthy constitutional democracy.

The Democratic Teacher. Three generic components of democratic civic education that transcend political boundaries and cultures are (1) core concepts that denote essential knowledge, (2) intellectual and participatory skills that enable practical application of civic knowledge, and (3) virtues that dispose citizens to act for the good of their community. The effective democratic teacher develops lessons and learning activities for students that emphasize and intertwine the three generic components of international civic

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education in a classroom environment compatible with the theory and practices of constitutional democracy and liberty.

The democratic teacher, for example, emphasizes interactive learning tasks in which students are challenged to take responsibility for their achievement of educational objectives. The democratic teacher encourages and protects free and open expression of ideas in an atmosphere of academic freedom. Further, the democratic teacher establishes and applies rules fairly, according to principles of equal protection and due process for each individual. There is recognition that true liberty is inextricably connected with just rules, and that the equal right to freedom of individuals depends upon an equitable rule of law for all members of the community. Finally, the democratic teacher creates a classroom environment in which there is respect for the worth and dignity of each person.

Democratic teachers take responsibility for developing challenging and interesting lessons for students. Thus, they continue to educate themselves through a life-long program of reading, thinking, reflecting and planning to enhance their capacities for the education of citizens. They continue to seek, obtain, and use resources for civic education, such as those listed in this ERIC Digest.

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Teaching about Democratic Constitutionalism

by John J. Patrick

There are more than 100 democracies in the world today (Diamond 1996, 20). All but three of them -- Great Britain, Israel, and New Zealand -- have written constitutions. And even the three democracies without written constitutions exemplify constitutionalism, which is a critical indicator of a modern democratic government.

Constitutions and Constitutionalism. A people's constitution is the supreme law that legitimates, limits, and empowers the government, which, if democratic, is based on periodic and competitive election of representatives by virtually all the adult population. It articulates the structure of government, procedures for selection and replacement of government officials, and distribution and limitations of the powers of government.

Constitutionalism means limited government and the rule of law to prevent the arbitrary, abusive use of power, to protect human rights, to support democratic procedures in elections and public policy making, and to achieve a community's shared purposes. Constitutionalism in a democracy, therefore, both limits and empowers government of, by, and for the people. Through the constitution, the people grant power to the government to act effectively for the public good. The people also set constitutional limits on the power of the democratic government in order to prevent tyranny and to protect human rights (Holmes 1995, 299). The rights of individuals to life, liberty, and property are at risk if the government is either too strong or too weak. Both tyranny and anarchy pose critical dangers to security for individual rights.

An effective democratic constitutional government is sufficiently empowered by people to secure their rights against foreign invaders or domestic predators. Its power is also sufficiently limited by people to secure their rights against the possibility of oppressive government officials. A continuing challenge of democratic constitutionalism is determining how to simultaneously empower and limit the government in order to secure the rights of all persons in the polity.

Not every government with a written constitution exemplifies democratic constitutionalism. Many constitutions have presented merely the appearance of democratic government with little or no correspondence to reality. Soviet-style constitutions of the recent past, for example, grandly proclaimed all kinds of rights while guaranteeing none of them. Only governments that usually, if not perfectly, function in terms of a constitution to which the people have consented may be considered examples of democratic constitutionalism.

Teaching the Concept of Constitutionalism. A democratic government will not endure without public understanding and support for the ideas that undergird it. And prominent among the principles of modern democracy is constitutionalism. So primary objectives of civic education for democratic citizenship are to enable students (1) to acquire knowledge of constitutionalism, (2) to use this knowledge to think and act effectively about issues of governance, and (3) to become committed to the maintenance and improvement of constitutionalism in their polity.

Students should be taught to identify and explain why particular political systems are constitutional democracies or why they are not. Through this kind of concept-learning activity, they will better understand what democratic constitutionalism is. Further, they should be challenged to apply their concept of constitutionalism to analyze and evaluate case studies about the procedures and policies of their government.

Analysis of United States Supreme Court cases is an especially effective method of teaching about democratic constitutionalism. Through its power of judicial review, the Supreme Court can invalidate acts of government that violate the United States Constitution. Teachers should use Supreme Court cases to stimulate critical thinking and inquiry among learners about constitutional issues of the past and present.

Using International Comparisons. Another effective method of teaching about democratic constitutions and constitutionalism is international comparison (Hall 1993). Learners in the United States, for example, should be challenged to compare their constitution and practices of democratic constitutionalism with those of other constitutional democracies of the contemporary world.

Teachers can use common attributes to help learners systematically compare the written constitutions and constitutionalism in different countries. Six common attributes, for example, are (1) structure of government, (2) distribution of powers among executive, legislative, and judicial branches of government, (3) limitations on powers of the branches of government, (4) guarantees of human rights, (5) procedures for electing, appointing, and replacing government officials, and (6) methods of constitutional amendment or change. These attributes, applicable to all democratic constitutions, are foundations for comparative analysis. Through this kind of international comparison, students can learn that common characteristics of modern constitutional democracies are practiced in similar and different ways throughout the world. An outcome of teaching and learning comparatively about democratic constitutionalism is broader and deeper knowledge of the concept. Students are likely to enhance comprehension

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of their own government while globally expanding their understanding of democratic principles, including constitutionalism. Further, ethnocentric tendencies are likely to diminish as students learn the variety of ways that common facets of democratic constitutionalism are practiced.

An excellent resource for comparative analysis of constitutions and constitutionalism is *Constitutions of the World* by Robert L. Maddex. This book was published in 1995 by Congressional Quarterly, Inc., 1414 22nd Street, N.W., Washington, D.C. 20037. The author of this volume uses several common categories systematically to present essential similarities and differences in constitutions of 80 countries.

Using Internet Resources. An abundance of useful data on constitutionalism can be obtained through the Internet. The World Wide Web rapidly is becoming a valuable source of information for civic educators and their students. For example, copies of the constitutions of many countries can be found at this URL site: http://www.uni-wuerzburg.de/law/index.html.

Copies of the constitutions of the 50 states of the United States of America can be located at this Web address: http://www.law.sc.edu/st_cons3.htm.

The availability of many constitutions through the Internet makes feasible the regular use of comparative analysis in teaching and learning about democratic constitutionalism.

Another useful web site is http://www.the-spa.com/constitution/cs_found.htm, which offers links to various resources including the United States Constitution, Supreme Court decisions, and the Federalist Papers.

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December 1996

Libraries and Democracy

by Laura A. Pinhey

Libraries in the United States of America have long cultivated democratic environments. The foundation of our public library system is built on the assumption that access to information should be free and open to all. Indeed, libraries take a democratic stance toward not only the persons they serve, but also toward the very materials they provide: to offer materials representing all points of view on a given topic, freedom of expression, and freedom of access are all principles of library philosophy. It follows that libraries, microcosms of democracy, are integral to a truly democratic society.

How Libraries Foster Democracy in the United States. Public libraries provide access for all persons to a variety of information and ideas. Citizens, therefore, have enhanced opportunities for self-improvement and empowerment.

Perhaps even more significant to the democratic function of libraries is that much of what can be found in public libraries today is related to democratic civic activity such as social and community services referral; information about community organizations; exhibit space and meeting areas for individuals and groups of all kinds; Internet access; adult literacy programs; tax forms and volunteer tax advisers; voter registration forms; and public word processors, printers, and typewriters. The existence of these services, which transcend what are generally thought of as traditional library ministrations, underscore just how crucial the role of libraries is in sustaining a democratic state; all of them allow citizens to fulfill their civic and personal responsibilities and to exercise their liberties.

Libraries in the World's New Democracies. Libraries are an essential component of the global resurgence of democracy, which has been underway since the 1970s. They have helped citizens to participate more fully and effectively in their democracy, to make informed choices about government, and, by connecting them with appropriate resources, to educate themselves for personal and occupational success and fulfillment, possibilities withheld from them until very recently. And at a time when young democracies must stretch their scarce financial resources to meet just basic needs, a library's cost-benefit ratio is high: the purchase of new library materials allows access for many citizens to a wealth of information at relatively little cost. In these ways, libraries have helped to vitalize new democracies and move them toward authenticity.

Certainly, the transition from a totalitarian state to a genuine democracy is an enormous struggle in many ways. Overwhelming economic, social, political, cultural, and even emotional and mental hurdles challenge the citizens and governments of emerging democracies. There is never any guarantee that, somewhere along the path to realized democracy, a nation will not backslide to a totalitarian form of government. There are citizens and members of government in every emerging democracy who would like to see a return to communism. Such deep potential for instability only intensifies other challenges to a secure democracy.

Especially in Eastern Europe, decades of communist rule have eroded trust in the accuracy and value of information and created a belief that such information is available only to elites, as it was during the period of communist rule. For years, public, and such material was, of course, largely propaganda (Gifford 1995). Libraries existed to limit and control public access to information and to channel readers' intellectual curiosities and needs (Kuzmin 1993). Information and libraries were tools of the totalitarian state, so neither could be trusted. Moreover, the communist ideology made self-discipline, self-motivation, ambition, and similar attributes unnecessary and undesirable in the eyes of the state; the practice of such virtues by any individual or group would seriously conflict with the function of the regime. Understandably, such deeply-ingrained distrust and the individual and societal effects of long-term repression do not diminish easily; they present considerable barriers in connecting citizens with libraries today.

Linking libraries with democratic citizenship is, of course, not the only test facing libraries in emerging democracies. Financial and technological woes beleaguer them, too. Despite these difficulties, libraries in new democracies are managing to revamp and refocus. They are gathering accurate sources of history unavailable during the communist era. They are discarding the mountains of communist propaganda crowding their buildings (IGLA 1994). They are luring back formerly dissatisfied users in nations where book prices have skyrocketed and the publishing industry now shuns production of items such as encyclopedias, literary classics, and technical and scientific research materials in favor of mass market books (Kuzmin 1993). Ministries and other government agencies now enjoy in-house information services that facilitate their functions (IGLA 1994). Bibliographies of Eastern European publications issued between 1948 and 1988 are being compiled; plans for these bibliographies to be made available electronically are underway (Gifford 1995). To curtail duplication and encourage sharing of library resources, Central and Eastern European libraries are taking inventory of their holdings and exploring ways to exchange that information using the growing Global Information Infrastructure (Borgman 1995). In short, libraries are making the most of their situation by doing what they can with what they have. Indeed, such resourcefulness and determination are basic to any successful democracy.

How Libraries in the United States Can Help Insure Democracy at Home and Abroad. Efforts by American libraries to aid library systems abroad can benefit everyone. Strong democracies make the world a safer, more peaceful place for us all. American libraries can reinforce their supporting role in our own democracy and expand the capabilities of libraries in new democracies to support and educate their citizenry and to fortify their government through many actions (Schechter 1990):

- Participate in staff exchange programs with libraries in developing democracies.
- Encourage library and information science organizations to lobby Congress for aid programs for library development in emerging democracies.

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- Use evolving telecommunications technologies to share with librarians in other nations experiences and resources that will help develop quality library service.
- Strive to meet local community activity and information needs by providing meeting space for community organizations and by referring citizens to such organizations and services.
- Provide support for formal education, scholarly research, and independent learning.
- Develop interest in reading and learning in preschool children.
- Furnish reference works on citizenship, current events, constitutional law, government, politics, and public policy issues.

Sources of Information about Libraries and Democracy. Public libraries are present in all democratic systems (Hafner and Sterling-Folker 1993), which points to just how inextricably linked libraries and democracy really are. Some groups involved in working to strengthen the role of libraries in democracy are:

International Federation of Library Associations and Institutions (IFLA)
P.O.B. 95312
2509 CH The Hague
The Hague, The Netherlands
Telephone: 31-70-314-0884 Fax: 31-70-383-4827

American Library Association
50 E. Huron St.
Chicago, IL 60611
Telephone: 800-545-2433 Fax: (312) 944-3897

American Society for Information Science (ASIS)
8720 Georgia Ave. Suite 501
Silver Spring, MD 20910
Telephone: (301) 495-0900 Fax: (301) 495-0810

The Library Association
7 Ridgmont St.
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ERIC Digest EDO-SO-97-5

April 1997

Civic Education in the Czech Republic: Curriculum Reform for Democratic Citizenship

by Gregory E. Hamot

The December 1989 election of Vaclav Havel as president was the culminating event in Czechoslovakia's Velvet Revolution, which overthrew Communist Party rule and reestablished democracy in the former Czechoslovakia for the first time since 1948. On January 1, 1993, the establishment of separate Czech and Slovak Republics marked the start of separate democratic reform movements there.

After more than forty years of Soviet communist ideology as the central theme in teacher education and curriculum development, Czech educational reformers have turned to various Western sources for assistance in reforming civic education. For instance, the Center for Civic Education in Calabasas, California has worked closely with Czech reformers to establish national educational standards for the teaching and learning of civics and government. This work is part of CIVITAS: An International Civic Education Exchange Program, a project funded by the U.S. Department of Education.

Another major collaborative curriculum development project is Civic Education for the Czech Republic (CECR), a joint effort between the Institute for Educational Development (IED) of the pedagogical faculty at Charles University in Prague, Czech Republic and the University of Iowa College of Education (UICOE). This partnership, funded by the United States Information Agency, began in autumn 1995.

Project Overview. CECR seeks to revise the existing social studies curricular framework for the third form of secondary schools (ages 17 and 18) by taking particular aim at the overarching objectives for civic education reform started in 1989. These objectives include the elimination of Marxist-Leninist perspectives in the historical, philosophical, and social science content of the curriculum; the reintroduction of the study of religion into the curriculum; a renewed study of Czech history, culture, heritage, and geography; and a pedagogical shift from transmitting information to passive students to prompting inquiry and active learning. The purpose of this project is to develop for use by Czech teachers sample lessons that realize these objectives. Accompanying the lessons is a teacher's manual that presents a rationale and suggestions for further use of the teaching methods employed in the new lessons.

As originally designed, CECR included a core component known as the Curriculum Development Workshop. The other two components were a partnership program linked to the Curriculum Development Workshop and an evaluation of the final product by Czech and American experts in civic education and curriculum design.

Curriculum Development Workshop. From August 4 to October 25, 1996, the Curriculum Development Workshop met weekly on the University of Iowa campus. Four Czech teachers and the Assistant Director of IED took part in the twelve-week workshop. The workshop focused on the main task of the project, which was to develop a set of lessons based on active learning strategies that foster democratic skills and attitudes. The content of the lessons centered on five key concepts derived from the existing third-form social studies curriculum: (1) state and government policy; (2) constitutional and local law; (3) free market economics; (4) citizenship and human rights; and (5) the Czech Republic in the global community.

Embedded in the workshop schedule were presentations by eight American curriculum development and civic education specialists. The expertise of these specialists ranged from teaching constitutionalism to general aspects of sound curriculum design.

The Partnership Program. To facilitate the curriculum development task, the American project co-directors chose five UICOE faculty and five secondary social studies teachers from the Iowa City Consolidated School District to work as partners with the Czech participants. The aim of this project component was threefold. First, these partnerships gave the Czech participants a chance to visit schools, school board meetings, and inservice teacher workshops that demonstrated the theoretical aspects of curriculum design and lesson development addressed in the workshop. Second, the Czech participants attended courses taught by the UICOE faculty that exemplified social studies teacher education in the United States. Third, the secondary school teachers and university faculty collaborated with their Czech partners in refining the drafts of the lessons written during the workshop.

Curriculum Evaluation. By the end of their residency at the University of Iowa, the Czech participants had written 61 lessons on 20 topics related to both the civic education reform objectives and the five key concepts of the third-form social studies curriculum noted earlier. These lessons introduced teaching strategies heretofore rarely practiced in the Czech Republic, such as role playing, simulations, educational games, decision trees, civic writing, and cooperative learning. Additionally, some lessons highlighted content areas new to Czech social studies courses, including AIDS awareness, industrial pollution, and civic activism.

The final project component was an evaluation of the materials from both an American and a Czech perspective. In November 1996, a group of American civic education and curriculum development experts and several Czech content

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specialists and pedagogical scholars analyzed and critiqued the lessons. The recommendations for improvement were incorporated into the final draft of the lessons.

Pilot Test, Evaluation, and Revision. In January 1997, Czech and American experts who were involved in the curriculum development conducted a teacher workshop in the Czech Republic. The aim of this workshop was to prepare eight Czech teachers from gymnasium, vocational, and apprenticeship schools throughout the Czech Republic to test the new lessons in a representative sample of Czech secondary schools.

Simultaneously, American and East Central European experts in curriculum evaluation conducted a workshop with Czech researchers on the methods of data collection and analysis required for a systematic evaluation of the new lessons. This component of phase two focuses on an evaluation of knowledge, skill, and attitude outcomes commonly associated with life in a democracy. The researchers are seeking empirical evidence of educational reform through the implementation and evaluation of the draft curriculum by both teachers and students in the sample Czech schools.

Upon completion of the pilot test and evaluation, the reformed curriculum will undergo a final revision for publication. IED will publish the first edition of the lessons for distribution to Czech social studies teachers in the third form.

Advocacy and Dissemination. The second phase of CECR will conclude with a National Workshop on Civic Education for Democracy in Olomouc, a university city in the Czech province of Moravia. During this workshop, scheduled for summer 1997, American and Czech CECR participants will disburse copies of the final product and provide professional development to as many Czech secondary school teachers as possible. The goal is to advocate the reformed curriculum through this workshop so that the greatest number of third-form classes may begin using the lessons as early as autumn 1997.

Conclusion. Given forty-three years of totalitarian communism, it is unreasonable to expect complete democratic educational reform to result from one curriculum development project. CECR, however, represents the kind of project that combines the educational expertise of a developed democracy with the contextual understanding of a transitional democracy in an effort to reform civic education through classroom practice. As Czech teachers begin to implement new curricula for democratic citizenship education, the products generated by CECR offer one opportunity to turn the hope for a democratic citizenry into a reality.

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Civic Education for Democracy in Latvia: The Program of the Democracy Advancement Center

by Guntars Catlaks and Valts Sarma

In May 1990, the Republic of Latvia declared the restoration of its independence and sovereignty. During and after World War II, the Soviet military occupied Latvia and forced the country into the Union of Soviet Socialist Republics (USSR). With the decline and demise of the Soviet Union, Latvians seized the chance to be free and restored their Constitution of 1922 as the frame of government for their democratic republic.

Origins of the Democratic Advancement Center (DAC). Knowing the close connection between well-educated citizens and democratic well being, many Latvians decided to reform the curricula and teaching methods of their schools. They quickly acted to replace Soviet-era courses on citizenship with new teaching materials and methods suitable for citizenship in a genuine constitutional democracy. And they looked to the West for help, which came initially from the World Federation of Free Latvians, an international organization that nurtured the spirit of national independence and liberty during the long and harsh Soviet occupation of their homeland.

The American Latvian Association, a component of the World Federation of Free Latvians and the largest organization of Latvians in the West, started a civic education project led by Rusins Albertins of the United States, which founded the Democracy Advancement Center (DAC) in Riga, Latvia. Financial support for the DAC was provided by the National Endowment for Democracy, an agency of the federal government of the United States of America. The DAC began its work in May 1993 under the leadership of Rusins Albertins and Anita Usacka, Professor of Law at the University of Latvia, who was the DAC's first Deputy Director. She was succeeded as Director by Guntars Catlaks, a researcher at the Latvian Institute of History and a teacher at N. Draudzina Gymnasia in Riga. Guntars Catlaks currently is President of the DAC, which in April 1995 became an officially registered independent NGO (non-governmental organization). His main assistant at the DAC is Valts Sarma, principal and teacher at Sala Primary School near Riga.

Curriculum Development at the DAC. The Democracy Advancement Center has designed and developed materials for a new course in civic education at the upper-primary levels of school–the eighth or ninth grades. Key ideas about the subject matter, teaching methods, and intended learners of the new civic education program are discussed below.

First, course content emphasizes the interactions of citizens with their constitutional government. There are lessons on the Constitution of Latvia, institutions of government, and rights and responsibilities of citizens. But civic education also involves the society in which government functions. So, there are lessons on the family, educational institutions, social groups, and the economy. In particular, the relationship of civil society to democratic governance is stressed, because there is no democratic governance if the society in general is not democratic. Finally, there are lessons on international relations, so that Latvian citizens will understand how they are connected to various regions and peoples of the world.

Second, the method of teaching emphasizes active learning instead of passive reception of information. Lessons require students to acquire and apply information and ideas rather than merely to receive and repeat them. They are challenged to use higher-level cognitive operations involved in the organization, interpretation, and evaluation of subject matter. Various kinds of group work are used to teach skills of democratic participation and decision making, such as role playing exercises, simulations, and political problem solving tasks. These active teaching methods are most compatible with the educational goal of developing knowledge and skills necessary to effective and responsible citizenship in a constitutional democracy.

Third, it is fundamentally important to emphasize civic education in the primary schools. Ideally, teaching and learning of civics begins in the earliest grades so that the child acquires a firm foundation of knowledge about democracy and citizenship. And the staff of the DAC has been involved in promoting democratic civic education in the lower-primary grades of schools. Given limited resources, however, the DAC decided that the greatest impact could be achieved by concentrating its efforts at the upper-primary level–grades eight and nine. This is the point at which a formal course in civic education could be required of all 15- and 16-year-old students and thereby expose them to the knowledge and skills of democratic citizenship before they finish compulsory schooling.

The three categories of ideas, described above, have guided the development of all curricular materials of the DAC. These materials include a (1) teacher handbook on civics, (2) student workbook on civics, and (3) textbook for ninth-grade students of civics. These materials have been used throughout Latvia in teacher education workshops and classrooms. In 1996, the civics textbook was made available to all ninth-grade students in Latvia. Developers of this civics textbook include Guntars Catlaks, Valts Sarma, Aija Tuna, Gints Apals, and Vija Rudina. An American civic educator, Professor John J. Patrick of Indiana University, served as a consultant to this textbook project with support from the United States Information Agency (USIA).

Teacher Training for Civic Education. From the beginning, the DAC staff members considered the education of teachers to be a critical component of their work. Unless teachers understand the content and pedagogy of civic education for democracy, the mission of the DAC will be unfulfilled. Thus, since 1994, the DAC has conducted more than 100 seminars and workshops for teachers in schools throughout Latvia. More than 800 teachers have participated in these programs, which are

Guntars Catlaks is President of the Democracy Advancement Center and Valts Sarma, Principal at Sala Primary School, is a member of the DAC staff.

based on the lessons and teaching methods of the teacher handbook and student workbook published by the DAC.

A complementary component of teacher training for civic education has been directed to pre-service education at colleges and universities. In 1994, a special one-semester course in civics was developed by a member of the DAC, Professor Arijs Orlovskis, for students at Liepaja Pedagogical University. In 1995, Professor Liesma Lapina of the Riga Academy of Pedagogy instituted the one-semester course in civics for students preparing to be teachers. In 1996, this course in civics for the education of teachers is being offered for the first time at Daugavpils Pedagogical College under the direction of Professor Irena Saleniece. Thus, as of 1996, civic education has become part of teacher education at three major pedagogical institutions in Latvia. The DAC will attempt to influence other teacher education institutions in Latvia to include civic education in the curriculum.

International Relations of the DAC. From the beginning, the DAC benefited from relationships with colleagues in other countries. Staff of the DAC have traveled to the United States to work with civic educators at the Social Studies Development Center of Indiana University directed by John J. Patrick, the Center for Civic Education directed by Charles N. Quigley, and the Council for Citizenship Education of Russell Sage College directed by Stephen Schechter. These civic education experiences for Latvians in the United States have been supported by the USIA and the United States Department of Education.

The DAC is a member of CIVITAS: An International Civic Education Exchange Program coordinated by the Center for Civic Education and funded by the United States Department of Education, with cooperation by the USIA. In particular, the American Public Affairs Officer in Riga, Phillip Ives, has been very supportive of the DAC and has facilitated its work in many valuable ways.

Since 1995, the DAC has cooperated with the Institute of Curriculum Development at Enschede, Netherlands. Using Dutch examples, teaching materials in social studies have been developed and tried out in 20 schools. Civic educators of other European countries have also cooperated with the DAC, such as Poland, Estonia, the United Kingdom, Lithuania, and Russia. Finally, the DAC has participated in the PHARE Democracy Program of the Council of Europe.

Conclusion. In its short life, since 1993, the DAC has been very productive in promoting civic education for democracy in Latvia. Its mission, though well begun, is far from finished. Challenges of the present and future include further promotion and development throughout Latvian society of knowledge, skills, and attitudes necessary for effective and responsible citizenship in the constitutional democracy of the Republic of Latvia.

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Teaching Democracy in East Central Europe: The Case of Poland

by Richard C. Remy

The end of communism in East Central Europe has posed a challenge and an unprecedented opportunity for civic educators in the United States. As educational reformers in former communist countries have begun to build new civic education programs that will support democracy, they have turned, in part, to the United States for assistance in overcoming an imposing array of obstacles left by the long night of communist despotism. These obstacles include the lack of classroom instructional materials, teachers with little or no understanding of democracy and no training in appropriate pedagogical techniques, teacher educators who themselves are ill-equipped to teach about self-government, and educational administrators who have no professional training and little understanding of the implications of democracy for the operation of schools.

In response, some civic education projects involving cooperation among American and Central European educators are now underway in several countries in the region; more are needed. In Estonia, for example, the Jaan Tonisson Institute of Estonia and the International Foundation for Electoral Systems of the United States have been conducting seminars for teachers on core ideas of liberal constitutional democracy. In Hungary, civic educators from Syracuse University have been working with Hungarian colleagues on teacher training and curriculum-related activities.

One of the largest, most comprehensive projects is "Education for Democratic Citizenship in Poland" (EDCP), a cooperative effort of the Polish Ministry of National Education, the Mershon Center at The Ohio State University, and the Bureau for Civic Education in Local Control Schools at Warsaw, Poland. EDCP is often cited as a model of how to construct a long-term, multi-dimensional approach to civic education reform in the region. A closer look at EDCP provides some insights on what can be achieved and what American civic educators have to offer their colleagues in Central Europe.

Project Background. The EDCP Project began in February, 1991, when I visited Poland at the request of the Ministry of National Education to consult with officials and educators on a long-term plan for civic education. The plan we developed called for a set of distinct but related activities that would respond to specific, urgent problems identified by the Poles, such as the desperate need for new teaching materials. At the same time, we tried to design these specific activities so they would also contribute to several longer-term goals. These goals were to institutionalize civic education in all schools in Poland for the next decade, to contribute to a national dialogue among Polish educators on the meaning of democratic citizenship and civic education, and to build strong linkages between American and Polish civic educators.

After developing the plan, I returned to Poland in August, 1991 with OSU President Dr. E. Gordon Gee. We presented the Polish Minister of Education with a Proclamation pledging cooperation between Mershon and the Ministry on the project, Education for Democratic Citizenship in Poland. The Ministry made this project a priority and has covered most in-country expenses for Polish and American participants. For its part, the Mershon Center proceeded to secure American financial support for the EDCP Project from several U.S. government agencies and a private foundation, as noted below.

The Projects' Original Activities. The project on Education for Democratic Citizenship in Poland has carried out five major activities.

- **Curriculum Guide for Civic Education in Poland, funded by the National Endowment for Democracy (NED).** Twenty-five Polish educators working in Poland with American civic educators have developed a curriculum guide and support materials. The guide presents the rationale, goals, objectives, and content outlines for a primary school and secondary school civics curriculum. One supporting book presents 16 sample lesson plans illustrating topics and goals set forth in the curriculum guide. A second book consists of 36 readings on political life, citizenship, and human rights by prominent Polish social scientists and political activists. The readings provide background information on key topics set forth in the guide.
- **Primary School Civics Course, "Civic Education: Lesson Scenarios," funded by the United States Information Agency (USIA).** Polish educators in residence at the Mershon Center from September 1992 through February 1993 developed a civics course for Polish primary schools (grades 6-8) containing 82 lessons. Each lesson includes instructions for the teacher and materials for the students, such as case studies, decision trees, maps and charts, primary sources, and the like. The lessons are organized into seven units on such topics as "Principles of Democracy," "Human Rights and Freedoms," "The Free Market Economy," and "Poland and the World." The course has been approved by the Ministry of National Education as a replacement for previous courses.
- **Course for Pre-Service Teachers, "The School in Democratic Society," funded by The Pew Charitable Trusts.** Polish university professors in residence at the Mershon Center from September through December 1992 have prepared a detailed syllabus for a two-semester course on the principles of democracy as they apply to the organization and operation of schools. The syllabus is organized around seven topics including "Student Rights and Responsibilities," "Schools and the Local Community," and "The Role of Schools in a Democratic Society." The syllabus presents goals, detailed explanations, suggested

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readings, and sample teaching strategies for each topic.

• **A Network of Five Centers for Civic and Economic Education, funded by the National Endowment for Democracy (NED).** Five regional centers have been established in Warsaw, Gdansk, Krakow, Lublin, and Wroclaw. They are providing in-service training for teachers on the new civics course developed by the Project, creating libraries of resource materials, and conducting public education programs for children and adults.

• **International Conference on Civic Education, funded by the Polish Ministry, Mershon, USIA, and The Pew Charitable Trusts.** In December, 1993 prominent educators and scholars from across Poland met in Warsaw to critique and discuss the materials developed by the EDCP Project. Project materials were distributed. American civic educators participated as did representatives from non-governmental organizations and the ministries of education of Albania, Estonia, Latvia, Lithuania, and Romania, as well as a representative of the European Community.

Additional Activities Underway. Four new activities, not called for in the original plan for EDCP, have developed out of the original activities and are now underway.

• **Society for Civic Education, start-up funds from the Mershon Center.** Polish teachers are establishing a professional organization for primary and secondary school teachers and others interested in citizenship education. The new Polish Society for Civic Education plans to hold meetings, facilitate in-service training of teachers, sponsor instructional materials development projects, and so forth. In addition, the Society hopes to develop connections with similar organizations in other countries.

• **A Close-up Look at Polish Politics and Government - *Civis Polonus*, start-up funds from USIA and Mershon.** Polish educators have created a program that will annually bring students and their teachers from across Poland to Warsaw to meet government leaders and observe democratic political activities first-hand. A first for Poland, "Civis Polonus" (Polish Citizen), is modeled on programs like those conducted by the Close Up Foundation in the United States. The first program took place in July 1994 with students engaging in discussions with policymakers, visiting key institutions of national government, and participating in a simulation on the role of the Polish Senate.

• **A Book for Educators and Policymakers, start-up funds from the Mershon Center.** This book, *Civic Education for Democracy: Lessons from Poland*, will contain original essays, by Polish and American scholars and educators, analyzing the conceptual, educational, and policy implications of the EDCP project in light of the global democratic revolution. The book will contain chapters focused directly on the EDCP Project as well as chapters on issues related to teaching core ideas of constitutional democracy worldwide.

• **Research on Civic Education and Democratization in Poland, funded by the Mershon Center.** A multi-disciplinary team of Polish and American social scientists and educators have recently begun what is hoped will become a long-term civic education research program that will examine the impact of Polish efforts to establish new programs of citizenship education. Initial steps include analysis of existing Polish data sets on political socialization, the preparation of working papers on research methodology for assessing civic education, a small conference in Warsaw, and the preparation of case studies.

Directors and Participants. Dr. Richard C. Remy, the Mershon Center, and Dr. Jacek Strzemieczny, Director of the Bureau for Civic Education in Local Control Schools, co-direct the EDCP Project. Dr. Karimierz Slomczynski, Professor of Sociology at The Ohio State University and Warsaw University, and Dr. John J. Patrick, Professor of Education at Indiana University, serve as Chief Consultants.

In addition to teachers from across Poland, over 25 professors of education, political science, economics, philosophy, sociology, psychology, and history are involved in the Project. The institutions represented are The Ohio State University, Harvard University, University of Cincinnati, University of Maryland, Indiana University, Warsaw University, Krakow Higher Pedagogical Academy, and Jagiellonian University at Krakow.

References and ERIC Resources. The following list of resources includes references used to prepare this Digest. The items followed by an ED number are available in microfiche and/or paper copies from the ERIC Document Reproduction Service (EDRS). For information about prices, contact EDRS, 7420 Fullerton Road, Suite 110, Springfield, Virginia 22153-2842; telephone numbers are (703) 440-1440 and (800) 443-3742. Entries followed by an EJ number, annotated monthly in CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE), are not available through EDRS. However, they can be located in the journal section of most larger libraries by using the bibliographic information provided, requested through Interlibrary Loan, or ordered from the UMI reprint service.

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April 1995

National Standards for Civics and Government

by Charles F. Bahmueller

It has been recognized since the founding of the American republic that education has a civic mission—to foster the development of informed, responsible, and humane citizens who participate in democratic governance and are committed to the values and principles of constitutional democracy as practiced in the United States. In this view, the well-being of a free society ultimately depends on the character of its citizens—on their moral and civic capacities and virtues, on their willingness to fulfill their roles competently as the ultimate arbiters of the purpose and direction of the body politic of which they are members. To help achieve these goals, voluntary National Standards for Civics and Government for students in kindergarten through twelfth grade have been developed by the Center for Civic Education. More than three thousand teachers, scholars, parents, elected officials, and representatives of business and industry contributed to the Standards' development.

The Standards are organized around five central questions dealing with the following subjects: (1) the nature and necessity of government, (2) the foundations of American constitutionalism, (3) the functioning of American government and the place of democratic values and principles within it, (4) America's relations with the world, and (5) the roles of the citizen. Each of the five questions is followed by a statement which summarizes the standards that follow and presents reasons why citizens should be knowledgeable about them.

The first of the five overarching questions: What are civic life, politics, and government? Students should know why politics and government are necessary and integral elements of any society. There are various views about why this is so. Aristotle believed that political society is the result of a natural process; others argue that government is necessary because without it people are unable to reach goals or deal with many common problems, such as the national defense or the regulation of domestic and international commerce.

This standard also asks students to think about the purposes of government. Some governments seek to protect certain individual rights; others pursue such purposes as achieving a religious vision or promoting a secular utopian ideology. Students should see that the purposes adopted for government affect the relationships between the individual and government, and between government and society as a whole. Thus, the purposes served by the government determine whether a society is or is not free.

The standards also emphasize the importance of constitutions and constitutionalism, beginning with the nature and purposes of constitutions. The Standards ask students to distinguish between limited or constitutional government and unlimited government, and between constitutions that are operational and that merely are facades for despotic regimes. Students should know what "the rule of law" means, and why it is a characteristic of limited government. They should also know that limited government protects, within legal boundaries, an autonomous, spontaneous, and self-organizing social sphere known as "civil society," and they should understand how civil society can maintain limited government. Further, students should understand the relationship of limited government to political and economic freedom. They should know what conditions are required for constitutional government to flourish. Finally, students should be aware of alternative ways other countries organize constitutional government.

The second of the Standards' five principal questions: What are the foundations of the American political system? Students are asked to consider the basic ideas of American constitutional democracy. The American idea of constitutionalism, for example, is that legitimate government is limited both in its purposes and the means employed to pursue these purposes. Students are asked to explore the intellectual and political background to these ideas from Magna Carta (1215) onward, including the development of popular sovereignty and the idea of constitutions as "higher law." Students should also understand how the Constitution has shaped the character of American society and what the distinctive characteristics of American society are. In addition, students are to understand the character of American political culture, the unique features of national identity and political life.

Students are to understand two strands of civic values central to the American founding and influential thereafter. They are classical liberalism, which emphasizes the protection of individual rights as a central purpose of government; and classical republicanism, which emphasizes the primacy of civic virtue and the common good. Students are also to understand that conflicts arise among these values. Private rights, for example, may conflict with prevailing conceptions of public good. They should realize that there are disparities, sometimes important ones, between American ideals and their realization.

The third central question: How does the government established by the Constitution embody the purposes, values, and principles of American democracy? The Standards ask students to consider the ways and means the Constitution's framers devised to curb the potential abuse of power. The Constitution limits power by dispersing it. Federalism disperses power by creating several layers of government. Further, power is separated and shared through a complex system of checks and balances in which each branch of government shares some powers of the others so that none is unchecked.

Charles F. Bahmueller is a political philosopher at the Center for Civic Education. He was the general editor of *CIVITAS: A Framework for Civic Education* and a co-developer of the *National Standards for Civics and Government*.

It is essential that students grasp the basic functions and organization of the institutions of government. They should know what the major responsibilities of the federal government are in domestic and foreign policy, and how state and local government are organized and discharge their responsibilities. Because state and local government provide most of the services citizens receive and are often most accessible, citizens should be knowledgeable about them.

Citizens should understand the function of law in a free society and its place in the American system. They should see how the federal structure of American government provides numerous opportunities to influence the making and executing of law. In viewing this complex process, they should understand what public opinion and the public agenda are, and how political communication via the mass media affect them. Finally, citizens should have some knowledge of political parties, campaigns, and elections in the political system; and they should know something about the many interest groups in American politics.

The fourth central question the Standards address: What is the relationship of the United States to other nations and to world affairs? To meet these standards, citizens must first understand how the world is organized politically; that is, how it is divided into nation-states, and how these nation-states interact. They should also be able to identify the roles of major governmental and nongovernmental international organizations.

Secondly, citizens need an understanding of the history of American relations with the world. They should know how domestic politics and constitutional principles affect the nation's role in the world. They should know how American foreign policy is made, and the means and ends of foreign policy. For example, they should be able to explain the idea of the national interest, as well as the influence of constitutional values and principles on foreign policy. Finally, they should have a grasp of the reciprocal influence of the United States of America and other nations.

The fifth and final question addressed by the Standards: What are the roles of the citizen in American democracy? This is the culmination of the document and focuses upon the ideal outcome of civic education. Democratic citizens are *active*; "democracy is not a spectator sport." If they are to consent to their roles, citizens must know what citizenship is, what their personal, political, and economic rights are, and what responsibilities those rights entail. Among these responsibilities are voting in public elections and otherwise participating in civic life as a volunteer in community organizations, and as a constructive critic of public institutions, officials, and policies.

A key section of the Standards emphasizes how citizens take part in civic life. To understand the life of citizenship, they must be adept at civic arts and know the avenues available for participation. They need to understand the difference between social and political participation, and grasp such notions as the distinction between civil disobedience and revolution or rebellion. Above all, they must see how democracy depends upon attentive, knowledgeable, and competent citizens who care about their fellow citizens and their country.

The *National Standards for Civics and Government* is available from the Center for Civic Education, 5146 Douglas Fir Road, Calabasas, CA 91302-1467. Call toll free, 800/350-4223 or FAX: 818/591-9330. You may order 1-9 copies for $12.00 per copy. Ten or more copies are $11.00 per copy. Add 10% for shipping and handling costs.

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Jonsson, Ingrid. "Creating Citizens." INTERNATIONAL STUDIES IN SOCIOLOGY OF EDUCATION 2 (1992): 185-98. EJ 467 842.

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The Framework for the National Assessment of Educational Progress in Civics

by John J. Patrick

The National Assessment of Educational Progress (NAEP), a survey mandated by the United States Congress, collects and reports information about student achievement in various academic subjects such as mathematics, science, reading, writing, history, geography, and civics. The NAEP is not a national test; rather, it is a broad indicator of how much and how well students are learning core subjects of the school curriculum. The first National Assessments of Educational Progress, conducted in 1969-1970, were in science, writing, and citizenship or civics. In 1988, there was a NAEP in civics and government, the results of which were reported to the public in *The Civics Report Card* (Anderson and Others 1990). In 1998, the next National Assessment of Educational Progress in civics and government will be administered.

This Digest briefly summarizes the contents of the *Civics Framework for the 1998 National Assessment of Educational Progress*. This document can be obtained from the U.S. Department of Education or the ERIC Document Reproduction Service (EDRS). For further information, contact the National Assessment Governing Board (NAGB): 800 North Capitol Street, N.W., Washington, DC 20002; http://www.nagb.org.

Development of the Framework. The first phase of the 1998 NAEP in civics was the development during 1995-1996 of a framework to:

- Specify the civic knowledge and skills that students should possess at grades four, eight, and twelve.
- Describe the desired characteristics of the 1998 assessment of civics.
- Present preliminary descriptions of the three levels of achievement — *basic*, *proficient*, and *advanced* — by which students' performance should be judged and reported in the assessment.

The framework for the 1998 NAEP in civics was developed through a national consensus-building process that involved a steering committee, planning committee, and project management team. The steering committee — made up of representatives of major education and policy organizations and of business and government — oversaw and guided the development of the framework. The planning committee — composed of teachers, scholars, curriculum specialists, teacher educators, assessment experts, and lay people — created this framework. The management team administered and supervised the work of the project.

The project staff received advice about the framework from public hearings, student forums, and written reviews by various educators, scholars, and other interested citizens. Final review and action on the framework was the prerogative of the National Assessment Governing Board (NAGB), which is authorized by Congress to determine the content of the NAEP.

The assessment framework is the foundation for subsequent phases of the 1998 NAEP in civics, and assessment items have been developed in accordance with it. These items will be administered in 1998 to representative samples of students at grades four, eight, and twelve throughout the United States. Interpretation of responses to the assessment items will be guided by the framework. Finally, the report to the American public of the assessment findings in the year 2000 will be based on the framework.

Components of the Framework. The framework for the 1998 NAEP in civics is based on the *National Standards for Civics and Government* developed and published in 1994 by the Center for Civic Education.

At the core of this assessment framework are three interrelated components: knowledge, intellectual and participatory skills, and civic dispositions. In concert, these components should be the essential elements of civic education in the United States of America. Therefore, the NAEP in civics will treat students' achievement of these three connected components of civic education.

Civic Knowledge. The civic knowledge component is embodied in five fundamental and enduring questions:

- What are civic life, politics, and government?
- What are the foundations of the American political system?
- How does the government established by the Constitution embody the purposes, values, and principles of American democracy?
- What is the relationship of the United States to other nations and to world affairs?
- What are the roles of citizens in American democracy?

These essential content questions are taken from the *National Standards for Civics and Government*. They denote basic concepts on the theory and practice of constitutional democracy in the United States, which students must know to become informed and responsible citizens.

John J. Patrick is Director of the ERIC Clearinghouse for Social Studies/Social Science Education, Director of the Social Studies Development Center, and Professor of Education at Indiana University. He was a member of the Planning Committee, NAEP Civics Consensus Project, which developed the framework for the 1998 NAEP in civics and wrote the framework document published in 1996.

Civic Skills. Intellectual and participatory skills involve the use of knowledge to respond effectively and responsibly to the challenges of civic life in a constitutional democracy. Intellectual skills enable students to learn and apply civic knowledge in the many and varied roles of citizens. These skills help citizens identify, describe, explain, and analyze information and arguments, as well as evaluate, take, and defend positions on public issues. Participatory skills enable citizens to monitor and influence public and civic life by working with others, clearly articulating ideas and interests, building coalitions, negotiating compromises, and managing conflicts.

Civic Dispositions. The third component of this framework, civic dispositions, refers to the inclinations or "habits of the heart," as Alexis de Tocqueville called them, that pervade all aspects of citizenship. In a constitutional democracy, these dispositions pertain to the rights and responsibilities of individuals in society and to the advancement of the ideals of the polity. They include the dispositions to become an independent member of society; to respect individual worth and human dignity; to assume the personal, political, and economic responsibilities of a citizen; to participate in civic affairs in an informed, thoughtful, and effective manner; and to promote the healthy functioning of American constitutional democracy.

The 1998 NAEP in civics, in accord with NAGB policy, will treat only the knowledge and intellectual skills facets of the framework. The framework, however, exemplifies in its fullness what civic education should be. Thus, participatory skills and civic disposition in combination with essential civic knowledge and intellectual skills constitute a complete conception of civic education, which is a model for American students and their teachers.

Conclusion. The design of the framework of the 1998 NAEP in civics, while maintaining some conceptual continuity with the 1988 NAEP in civics, reflects current reforms in civic education. It is consistent with the *National Standards for Civics and Government*. Therefore, this framework, although primarily intended as the foundation for the 1998 NAEP in civics, may also be used to inform and guide curriculum development projects in civics and government for elementary and secondary schools. Students who master the knowledge and skills outlined in this framework document will have a greater sense of the effective and responsible roles they can play as citizens of the United States of America.

A constitutional democracy, such as the United States of America, requires informed, effective, and responsible citizens for its maintenance and improvement. If the polity would survive and thrive, citizens must have knowledge of its principles and institutions, skills in applying this knowledge to civic life, and dispositions that incline them to protect individual rights and promote the common good. Therefore, sound civic education, the effective preparation of citizens to fulfill their responsibilities to sustain and enhance self-government, is an essential condition of an enduring constitutional democracy.

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Niemi, Richard G., and Jane Junn. "CIVICS COURSES AND THE POLITICAL KNOWLEDGE OF HIGH SCHOOL SENIORS." Paper presented at the Annual Meeting of the American Political Science Association, Washington, DC, September 2, 1993. ED 372 001.

Patrick, John J. "Teaching the Bill of Rights in Secondary Schools: Four Keys to an Improved Civic Education." SOCIAL STUDIES 82 (November-December 1991): 227-231. EJ 447 868.

Quigley, Charles N., and Others, eds. NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT. Calabasas, CA: Center for Civic Education, 1994. ED 374 074.

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This Digest is based on the *Civics Framework for the 1998 National Assessment of Educational Progress* and includes paraphrases and sentences taken from the Executive Summary of this document.

IV

A Civic Education Bookcase

IV

A Civic Education Bookcase

Stephen L. Schechter
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In consultation with John J. Patrick, Indiana University
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This annotated bibliography first appeared in 1995 as *A Civics Bookshelf*. Its goal was to provide educators in newly democratic states with a reading list of essential books recently published in the United States on key topics of civic education. The topics included: comparative politics in democratic societies, Western political philosophy on civil society and democracy, U.S. political/constitutional history, contemporary U.S. civil society, and civic education in the United States. Books were selected with those topics in mind. In addition, books that are (1) in print and readily available, (2) essential foundation-setting works, and (3) accessible (meaning readable and understandable) in their writing style were chosen.

The change in title—from bookshelf to bookcase—reflects the dramatic increase in the number of essential books published over the past several years. Civic education has come of age as a subject of study and teaching, and I have attempted to capture some of these developments in this expanded bibliography.

Like the first edition, the current listing is limited to essential books published in the United States. The decision as to "essential" is purely my own, though I continue to rely upon the advice of two dear colleagues and friends—John J. Patrick and Richard B. Bernstein—who are true bibliophiles. This restriction to books published in the United States results not from personal preference but from personal limits. I cannot keep up with books published elsewhere, and do not feel qualified to make selections from them. Finally, this listing, with the exception of a few important recently published special issues, excludes the periodical literature; and it excludes entries from the ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS) and its Adjunct ERIC Clearinghouse for International Civic Education (ERIC:ICE) since their own bibliographies, such as *Resources on Civic Education for Democracy: International Perspectives, Yearbook No. 1* and this volume, refer to many publications.

I. Comparative Study of Democracy

A. Reference Works

Barber, Benjamin, and Patrick Watson, *The Struggle for Democracy*. Boston, Mass.: Little, Brown, 1988.

A lovely, four-color companion volume to a ten-part television series of the same name. Democracy Films Ltd. produced the series jointly with the Canadian Broadcasting Corporation, Central Independent Television, and WQED/Pittsburgh.

Beetham, David, and Kevin Boyle, *Introducing Democracy: 80 Questions and Answers*. Lanham, Md.: Polity Press, UNESCO Publishing, 1995.

This paperback edition contains answers to 80 frequently asked questions about democratic concepts, elections, government accountability, individual rights, economic development, and democratic or civil society.

Lipset, Seymour Martin, ed., *The Encyclopedia of Democracy*, 4 vols. Washington, D.C.: Congressional Quarterly, 1995.

Other books in this CQ series include: *Democracy in Asia and Africa* (1997); *Democracy in Europe and the Americas* (1997); *The World Encyclopedia of Parliaments and Legislatures* (1997); and *Contemporary Democracy: A Bibliography of Periodical Literature, 1974-1994*, edited by J.J. van Wyk and Mary C. Custy, including over 7,000 entries.

B. Western Political Philosophy

Avineri, Shlomo, and Avner de-Shalit, eds., *Communitarianism and Individualism*. New York: Oxford University Press, 1992.

This collection covers a variety of perspectives on questions of justice in society, including contributions by Ronald Dworkin, John Rawls, Michael Sandel, Charles Taylor, and Michael Walzer.

Beiner, Ronald, *Theorizing Citizenship*. Albany, N.Y.: State University of New York Press, 1995.

This is a collection of scholarly articles on the subject by J.G.A. Pocock, Juergen Habermas, Michael Walzer, and others.

Chapman, John W., and William A. Galston, eds., *Virtue* (part of the *NOMOS* series). New York: New York University Press, 1992.

Also see Galston's *Liberal Purposes: Goods, Virtues and Diversity in the Liberal State*. Cambridge, Eng.: Cambridge University Press, 1991.

DeLue, Steven, *Political Thinking, Political Theory, and Civil Society*. Boston, Mass.: Allyn and Bacon, 1997.

This book presents the intellectual history of civil society in Western political theory.

Dunn, John, ed., *Democracy: The Unfinished Journey, 508 BC to AD 1993*. New York: Oxford University Press, 1992.

Essays on the history of the democratic idea in Ancient Greece, the Italian city-republics, England of the Levellers, the American and French Revolutions, the Marxist-Leninist detour, India, and Eastern Europe in 1989.

Gellner, Ernest, *Conditions of Liberty: Civil Society and Its Rivals*. London: Penguin, 1996; 1994.

One of the most intellectually stimulating books on the over-popularized topic of civil society.

Macedo, Stephen, *Liberal Virtues: Citizenship, Virtue, and Community in Liberal Constitutionalism*. New York: Oxford University Press, 1990.

This book provides an important interpretation and application of Lockean liberalism.

Talmon, J. L., *The Origins of Totalitarian Democracy*. New York: Praeger, 1968.

This important book on totalitarianism follows the work of Hannah Arendt.

Tocqueville, Alexis de, *Democracy in America*, edited by J.P. Mayer, translated by George Lawrence. New York: Harper Collins, 1988; Anchor Books, Doubleday, 1969.

This fine translation is a single-volume paperback edition of Tocqueville's classic two-volume work.

Walzer, Michael, *Toward A Global Civil Society*. Providence, R.I. and Oxford: Berghahn Books, 1995.

Perhaps the most familiar book on this subject.

C. Comparative Politics

Almond, Gabriel A., and Sidney Verba, *Civic Culture Revisited*. Thousand Oaks, Calif.: Sage Publishers, 1989.

Revised edition of a classic study and typology of culture in politics.

Almond, Gabriel A., et al., *Comparative Politics: A Theoretical Framework*. New York: Little, Brown, 1992.

An accessible, college-level textbook on comparative politics. Contains summaries of the important information in the authors' "Civic Culture Revisited".

Barber, James David, *The Book of Democracy*. Englewood Cliffs, N.J.: Prentice-Hall, 1996.

A well-written study of comparative democratic societies with chapters on Russia, Australia, France, Egypt, India, Britain, the United States, Germany, and ancient Greece.

Dahl, Robert A., *Democracy and Its Critics*. New Haven, Conn.: Yale University Press, 1989.

An important and intellectually stimulating reformation of the theory of democracy.

Duchacek, Ivo, *Rights and Liberties in the World Today: Constitutional Promise and Reality*. Santa Barbara, Calif.: ABC-CLIO, 1973.

Dated, probably out-of-print, but contains first-rate theory and analysis. The same goes for his *Comparative Federalism* (Holt).

Finn, Chester E., Jr., Matthew Gandal, and Eric Chenoweth, *What Is Democracy?* Washington, D.C.: United States Information Agency, 1991.

Wonderfully concise and well-written pamphlet on the meaning of democracy and its related concepts.

Greenberg, Douglas, et al., eds., *Constitutionalism and Democracy: Transitions in the Contemporary World*. New York: Oxford University Press, 1993.

A collection of papers on comparative constitutionalism prepared for the American Council of Learned Societies.

Huntington, Samuel P., *The Third Wave: Democratization in the Late Twentieth Century*. Norman, Okla.: Oklahoma University Press, 1991.

An important work which claims that the 1970s and 1980s witnessed the third wave of world democratization. Also, see a response by Giuseppe Di Palma, *To Craft Democracies: An Essay on Democratic Transitions*. Berkeley, Calif.: University of California Press, 1990.

Kaplan, Temma, *Crazy for Democracy: Women in Grassroots Movements*. New York: Routledge, 1997.

Case studies of six women community activists in the United States and South Africa.

Lijphart, Arend, *Democracies: Patterns of Majoritarian and Consensus Government in Twenty-one Countries*. New Haven, Conn.: Yale University Press, 1984.

Describes and develops a neglected model of consociational or consensus democracy (found in countries such as the Netherlands), contrasting it with the traditional Westminster or majoritarian model.

Przeworski, Adam, *Sustaining Democracy*. Cambridge: Cambridge University Press, 1995.

A joint report of twenty-one social scientists from ten countries on the principal political and economic choices facing new democracies in Southern Europe, Eastern Europe, and South America.

Putnam, Robert, and Others, *Making Democracy Work: Civic Tradition in Modern Italy*. Princeton, N.J.: Princeton University Press, 1993.

Pathbreaking advancement of comparative politics in which the authors compare the responses of northern and southern Italy to the democratic opportunities of regional government in the 1970s and 1980s.

D. Documentary Collections

Barber, Benjamin R., and Richard M. Battistoni, eds., *Education for Democracy*. Dubuque, Iowa: Kendall/Hunt, 1993.

A collection of writings by ancient and modern European and American thinkers on citizenship, community, and service for democracy.

Ravitch, Diane, and Abigail Thernstrom, eds., *The Democracy Reader: Classic and Modern Speeches, Essays, Poems, Declarations and Documents*. New York: Harper Collins, 1992.

II. American Civilization

A. Political History and Thought

Brinkley, Alan, *The Unfinished Nation: A Concise History of the American People*. New York: McGraw-Hill, 1993.

Among the best single-volume, general histories of the United States.

Gagnon, Paul, *Democracy's Half Told Story: What American History Books Should Add*. Washington, D.C.: American Federation of Teachers, 1989.

The companion to *Democracy's Untold Story: What World History Textbooks Neglect*.

Hamilton, Alexander, John Jay, and James Madison, *The Federalist*, ed., Clinton Rossiter. New York: New American Library, 1961.

This accessible and respected edition is still in print. If funding is not available to purchase the Bailyn collection cited elsewhere, an accessible collection of Antifederalist commentaries is: Ralph Ketcham, ed., *The Anti-Federalist Papers and the Constitutional Convention Debates*. New York: New American Library, 1986.

Lutz, Donald S., *A Preface to American Political Theory*. Lawrence, Kans.: University Press of Kansas, 1992.

An insightful, accessible interpretation of American political theory as expressed in the Constitution and *The Federalist*.

Urofsky, Melvin I., *A March of Liberty*. New York: Alfred Knopf, 1988.

The best single-volume constitutional history of the United States of America.

B. Contemporary American Civil Society

Bellah, Robert, et al., *The Good Society*. Vintage, 1991.

Along a continuum of individualistic to communitarian views of the current crisis in Constitution and community, this book gives a moderate-communitarian view. It is also one of the most insightful, accessible works available. Relates very well to Central European context. Also see their earlier work *Habits of the Heart: Individualism and Commitment in American Life*. New York: Harper & Row, 1986 and their accompanying collection of readings, *Individualism and Commitment in American Life*. New York: Harper & Row, 1987.

Calvert, Robert E., ed., *"The Constitution of the People": Reflections on Citizens and Civil Society*. Lawrence, Kans.: University Press of Kansas, 1991.

A collection of insightful and moderate views on the subject.

Eberly, Don E., *Building a Community of Citizens: Civil Society in the 21st Century*. Lanham, Md.: University Press of America, 1994.

Stimulating commentary on citizenship, civil society, and political participation.

Ingram, Helen, and Steven Rathgeb Smith, eds., *Public Policy for Democracy*. Washington, D.C.: The Brookings Institution, 1993.

A collection of essays on the involvement of citizens in the public policymaking process.

C. General Reference Works

Congressional Quarterly, *Weekly Report*.

This weekly looseleaf service reports the political news from Congress and elsewhere in Washington, DC with a level of detail, coverage, and simplicity unmatched by other weeklies. Each year the *CQ ALMANAC* subsumes the weekly reports, organizing entries by policy areas and indexing them by subject and bill number. These almanacs are the mainstays of a publishing house that has steadily widened the scope of its reference works and textbooks to include a wide range of public policy fields, all levels of American politics, and comparative politics. Libraries should consider a standing order with this Washington, DC publishing house.

Levy, Leonard W., editor-in-chief, *Encyclopedia of the American Constitution*, 4 vols. New York: Macmillan, 1986, 1993 supplement.

Peltason, J[ack] W., *Corwin & Peltason's, Understanding the Constitution*, 13th ed. Harcourt, Brace, 1994.

A classic, accessible, clause-by-clause annotation of the U.S. Constitution. Includes interpretations of the Framers' intent and subsequent court cases.

Plano, Jack, and Milton Greenberg, *The American Political Dictionary*, latest ed. New York: Holt, Rinehart and Winston.

D. Documentary Collections

Bailyn, Bernard, ed., *The Debate on the Constitution*, 2 vols., boxed. New York: Library of America, 1993.

An excellent collection of documents on the constitutional period, which goes beyond the standard Federalist and Antifederalist commentaries.

Boorstin, Daniel J., ed., *An American Primer*. New York: New American Library, 1985.

Accessible collection of documents relating to American political history. Also see Ravitch below.

Carson, Clayborne, et al., eds., *Eyes on the Prize Civil Rights Reader: Documents, Speeches, and Firsthand Accounts from the Black Freedom Struggle, 1954-1990*. New York: Penguin, 1991.

The excellent print companion to the award-winning video documentary series "Eyes on the Prize."

Ravitch, Diane, ed., *The American Reader: Words That Moved a Nation*. New York: Harper Collins, 1990.

An accessible collection of documents relating to American social history.

Schechter, Stephen L., ed., *Roots of the Republic: American Founding Documents Interpreted*. Madison House, 1990.

The full commentary, text, and annotations for core American founding documents from the Mayflower Compact to the U.S. Bill of Rights.

Urofsky, Melvin I., ed., *Basic Readings in U.S. Democracy*. Washington, D.C.: United States Information Agency, Division for the Study of the United States, 1994.

III. Civic Education

A. Education for Democracy

Butts, R. Freeman, *The Civic Mission in Educational Reform: Perspectives for the Public and the Profession*. Stanford, Calif.: The Hoover Institution, 1989.

An important work on education for democracy.

"Education for Democratic Life," a special issue of *Educational Leadership* (February 1997).

A collection of articles which updates contemporary perspectives on this subject.

Fiske, Edward B., *Smart Schools, Smart Kids: Why Do Some Schools Work?* New York: Simon & Schuster, 1992.

A very accessible and balanced account for educators on the current crisis in, and reform proposals for, American education by the former education editor of *The New York Times*.

Gross, Richard E., and Thomas L. Dynneson, eds., *Social Science Perspectives on Citizenship Education*. New York: Teachers College Press, 1991.

Parker, Walter C., ed., *Educating the Democratic Mind*. Albany, N.Y.: State University of New York Press, 1996.

A collection of classic works on schools as laboratories of democracy, from John Dewey to the present.

Remy, Richard, and Jacek Strzemieczny, eds., *Building Civic Education for Democracy in Poland*. Washington, D.C.: National Council for the Social Studies and ERIC Clearinghouse for Social Studies/Social Science Education, 1996.

A collection of articles by American and Polish authors who assess the challenges facing Polish democratic education and the projects aimed at addressing those challenges.

Soder, Roger, ed., *Democracy, Education, and the Schools*. San Francisco, Calif.: Jossey-Bass, 1996.

Provides a wider collection of present-day authors than Parker's collection, though his is unmatched for the early and middle years.

B. National Standards and Frameworks

Bahmueller, Charles F., and Others, eds., *CIVITAS: A Framework for Civic Education*. Calabasas, Calif.: Center for Civic Education, 1991.

An excellent curriculum framework for educators developing courses on civics primarily, though not exclusively, in the American system.

Center for Civic Education, *National Standards for Civics and Government*. Calabasas, Calif., 1994.

Gives content standards, specifying what students should know and be able to do in American civics and government for grades K-4, 5-8, and 9-12. It may serve as a model for developing curriculum guidelines for comparative government and political systems beyond the United States. Users may order this publication directly from the National Council for the Social Studies, along with other standards guides in social studies: *Expectations of Excellence* (see below); *Geography for Life: National Geography Standards*, published by the Geography Education Standards Project; and *National Standards for History (Basic Edition)*, developed by the National Center for History in the Schools.

Civics Framework for the 1998 National Assessment of Educational Progress (NAEP). Washington, D.C.: National Assessment Governing Board, U.S. Department of Education, 1997.

A brief survey of the major components in the assessment relating to the national civics standards cited above.

National Council for the Social Studies Task Force, *Expectations of Excellence: Curriculum Standards for Social Studies*. Washington, D.C.: National Council for the Social Studies, 1994.

An effort to develop standards for social studies as a field.

C. Teacher Guides and Methods Books

American Bar Association, *Essentials of Law-Related Education: A Guide for Practitioners and Policymakers*. Chicago, Ill.: American Bar Association, 1995.

American Federation of Teachers, *Teaching Democratic Citizenship: An International Guide*. Washington, D.C.: Education for Democracy Clearinghouse, American Federation of Teachers, 1997.

Arbetman, Lee P., Edward T. McMahon, and Edward L. O'Brien, *Street Law: A Course in Practical Law*, Fifth Edition. Minneapolis/St. Paul, Minn.: West Publishing Company, 1994.

An exemplary law-related education course with teacher's manual.

Avery, Patricia, and Dorothy Hoffman, *Tolerance for Diversity of Beliefs*. Boulder, Colo.: Social Science Education Consortium, 1993.

An excellent teacher guide for secondary grades on tolerance education.

Brady, Sheila, and Others, *It's Yours: The Bill of Rights*. Chicago, Ill.: Constitutional Rights Foundation, 1991.

Teacher and student material for eight units of interactive lessons, specifically geared for English as a Second Language (ESL) students, grades 7-12.

Center for Civic Education, *Foundations of Democracy: Authority, Privacy, Responsibility, Justice*, Second Edition. Calabasas, Calif.: Center for Civic Education, 1997.

A separate teacher guide develops each of the four concepts in this set. Teacher and student material for lessons in elementary grades 3 - 5.

Center for Civic Education, *We the People . . . The Citizen and the Constitution*. Calabasas, Calif., 1995.

The student text and accompanying teacher's guide for upper elementary, middle, and high school grades on the history and continuing relevance of the U.S. Constitution in the American system.

Center for Civic Education and the National Conference for State Legislatures, *We the People . . . Project Citizen*. Calabasas, Calif., 1996.

Student and teacher material for an excellent public policy and portfolio-based activity, designed especially for interdisciplinary possibilities at the middle school level.

Close Up Foundation, *The Citizen Bee: Guide to American Studies*. Washington, D.C.: The Close Up Foundation, latest edition.

Close Up Foundation and the Constitutional Rights Foundation, *Active Citizenship Today [Act]: Field Guide*. Chicago, Ill.: Constitutional Rights Foundation, 1995.

This field guide for the student joins a *Handbook for the High School Teacher* (1995), which serve jointly as the basis for ACT, a school-based program that integrates service learning into the citizenship education curriculum.

Coplin, William, and Michael O'Leary, *Effective Participation in Government*. Croton-on-Hudson, N.Y.: Policy Studies Associates, 1987.

Useful teaching material using the public policy approach to civic education, with a guide to policy skills and a problem-solving manual.

Evans, Ronald W., and David Warren Saxe, eds., *Handbook on Teaching Social Issues*, Bulletin 93. Washington, D.C.: National Council for the Social Studies, 1996.

A useful collection of theory and practice on using an issues-based approach to teaching.

Facing History and Ourselves: Holocaust and Human Behavior. Brookline, Mass.: Facing History and Ourselves National Foundation, 1995.

Sets a high standard against which to judge other teaching material in multicultural and tolerance education.

Frayar, Maridell, David A. Thomas, and Lynn Goodnight, *Basic Debate*, Third Edition. Lincolnwood, Ill.: National Textbook Company, 1989.

This textbook for forensics classes is especially useful for civics teachers interested in using debate in their classrooms.

Joyce, Bruce, and Marsha Weil, *Models of Teaching*, Fifth Edition. Boston, Mass.: Allyn and Bacon, 1996.

While not focused on civics or even social studies education, this methods book presents an intellectually stimulating, eminently readable approach which the civics teacher can easily adapt in developing a more inquiry-based classroom. Especially important in this regard: Chapter 8 on "Jurisprudential Inquiry."

Ketcham, Ralph, Donald Meiklejohn, Joseph Julian, et al., *Participation in Government: Making a Difference*, Third Edition. Littleton, Mass.: Copley Publishing Group, 1996.

Pathbreaking work on the office-of-citizen approach to civic education, with teacher's guide and instructional material.

Kim, Eugene C., and Richard D. Kellough, *A Resource Guide for Secondary School Teaching*, Sixth Edition. Englewood Cliffs, N.J.: Merrill (Prentice Hall), 1991.

While not focused on civics or even the social studies, this guide presents chapter-length treatments of important teaching methods, from lecturing and questioning to cooperative learning and authentic assessment. Civics teachers may directly apply these methods, thereby gaining a more interactive classroom.

Martorella, Peter H., *Social Studies for Elementary School Children: Developing Young Citizens*. New York: Prentice Hall, 1994.

A good methods book focused on the elementary grades.

McQuoid-Mason, David, ed., *Democracy for All: Education Towards A Democratic Culture*. Washington, D.C.: National Institute for Citizen Education in the Law [Street Law] with Juta and Company, Street Law and Lawyers for Human Rights [South Africa], 1994.

This teacher and student material, written for South Africa, is widely applicable and adaptable to most curricular needs in democracy education.

Miller, Barbara, and Laurel Singleton, *Preparing Citizens: Linking Authentic Assessment and Instruction in Civic/Law-Related Education*. Boulder, Colo., 1997.

A practical guide for civics teachers on incorporating various instruments of authentic assessment into their teaching.

O'Brien, Edward L., Eleanor Greene, and David McQuoid-Mason, *Human Rights for All*, for National Institute for Citizen Education in the Law. Minneapolis/St. Paul, Minn.: West Publishing Company, 1996.

Like *Democracy for All* (cited above), this material is widely adaptable to contexts and curriculum outside the U.S.

Patrick, John J., and Richard C. Remy, *Lessons on the Constitution: Supplements to High School Courses on American History, Government, and Civics*. Boulder, Colo.: Social Science Education Consortium, 1985.

Originally prepared for Project 87, a joint U.S. Constitution bicentennial project of the American Historical Association and the American Political Science Association. The title sufficiently describes the work.

Schechter, Stephen L., and Natalya Voskresenskaya, eds., *The Active Classroom: Ideas and Practices for Teaching Civics in Russia*. Washington, D.C.: American Federation of Teachers, 1997.

A collection of practical readings on teaching methods for designing a more interactive civics classroom. American educators wrote these pieces which appear here in Russian.

Schukar, Ron, Jackie Johnson, and others, *Service Learning in the Middle School Curriculum: A Resource Book*. Boulder, Colo.: Social Science Education Consortium, 1996 with *Supplement* (1997).

An excellent resource book on service learning.

Shaver, James P., ed., *Handbook of Research on Social Studies Teaching and Learning*. New York: Macmillan, 1991.

Stahl, Robert J., and Ronald L. VanSickle, eds., *Cooperative Learning in the Social Studies Classroom: An Introduction to Social Study*, Bulletin 87. Washington, D.C.: National Council for the Social Studies, 1992.

Useful collection on the theory and practice of cooperative learning for all grade levels. Also see Robert Stahl, ed., *Cooperative Learning: A Handbook for Teachers in the Social Studies*. Menlo Park, Calif.: Addison-Wesley, 1992.

Stotsky, Sandra, with Barbara Hardy Beierl, eds., *Connecting Civic Education and Language Education*. New York: Teachers College Press, 1991.

A useful collection on the theory and practice of teaching civics through literature and language.

Suter, Coral, and Marshall Croddy, *Of Codes and Crowns: The Development of Law*. Chicago, Ill.: Constitutional Rights Foundation, 1983.

Teacher and student material for five units on law in history, with case studies of Mayan culture, the Code of Hammurabi, the story of Orestes, medieval England, and the trial of Galileo. Grades 6-12.

Watson, Thomas J., Jr., Institute for International Studies, *Choices for the 21st Century: Charting Russia's Future in the Post-Soviet Era*, Revised Edition. Providence, R.I.: Thomas J. Watson, Jr. Institute, Brown University, 1995.

Teacher and student material for a five-day unit aimed at the high school level. Includes excellent student readings.

V

Internet Resources for Civic Educators

V

PART V is a selective list of Internet resources featuring international civic education or information useful to civic educators. The Internet, with its unique capabilities for instantaneous global communication, is rapidly becoming a valuable resource for civic educators, especially those involved in international civic education for democracy. Numerous cooperative projects on civic education for democracy are uniting people from all over the world; the Internet can enhance and further these projects' goals by fostering long-distance communication among project participants and expanding opportunities and resources for topics and activities, ranging from comparative study and curriculum planning to grantseeking and networking with other civic educators. Electronic mail allows one-on-one communication, group discussion on subject-oriented listservs (discussion groups conducted via electronic mail), and mass distribution of electronic newsletters and journals to mailing lists. The World Wide Web, with its abundant and varied possibilities for presenting and transfering information, encourages the sharing of almost any type of information, including the full text of publications, lesson plans and curriculum guides, government documents, conference proceedings, election results, requests for proposals, on-line databases and library catalogs, photographs, video, and audio files. Other Internet tools, such as telnet and file transfer protocol (FTP), permit the sophisticated transference of data between networked computers anywhere, anytime. Indeed, the goals and tasks of international civic education for democracy and the Internet's capabilities are well-matched.

The editors limited this annotated list of Internet resources for civic educators to Internet sites with either a topical focus on civic education or a special usefulness for international civic educators; the list is neither comprehensive nor exhaustive. The sites listed here provide information about projects on international civic education for democracy; non-profit organizations that promote and support democracy internationally, nationally, and regionally, especially in countries that are struggling to develop and maintain democracy or attempting to adopt democracy as their form of government; governments and parliaments; and constitutional law. New Internet resources appear daily; additional sites appropriate for this list may be published by press time, while other sites will have disappeared.

We thank the providers of the Internet resources listed here for their dedication, efforts, and innovation in using the Internet to share their resources, knowledge, and experience with the global community of civic educators. Their work contributes immeasurably to the advancement of authentic democracy throughout the world.

The editors neither necessarily endorse all the content of the Internet resources on this list or the beliefs of the organizations sponsoring them, nor do they guarantee the stability of the sites or the accuracy of the information provided on them.

V

INTERNET RESOURCES FOR CIVIC EDUCATORS

CIVIC EDUCATION
General

American Political Science Association (APSA)
http://www.apsanet.org/

This U.S.A.-based professional society, for individuals engaged in the study of politics and government, facilitates research, teaching, and professional development. Web site includes information on APSA's annual meeting, *American Political Science Review* (political science research journal), *PS: Political Science and Politics* (quarterly newsletter), additional publications, and membership.

Center for Civic Education (CCE)
http://www.civiced.org

This website offers specific information on the Center and its civic education programs, such as "We the People," its publications, research and evaluation, and curricular materials. The site gives information on (1) *CIVITAS: A Framework for Civic Education*, (2) *National Standards for Civics and Government*, (3) a preliminary draft for review and comment of *Constitutional Democracy: Outlines of Essential Elements and Indices*, and (4) *Issues Concerning A National Assessment of Civics - Executive Summary for National Assessment of Educational Progress (NAEP)*. Additional information and links appear for other civic education articles, papers, organizations, and Internet resources for educators.

Civic Education Project (CEP)
http://www.cep.yale.edu

This project's U.S.A. office at Yale University provides information in support of higher education reform and democratic education in the states of Central/Eastern Europe and the former Soviet Union, specifically through the Project's "Visiting Lecturer" and "Eastern Scholar" Programs. This site also offers an on-line "Partners Program," sample syllabi from CEP alumni, and overseas employment opportunities.

Civnet (Journal for a Civil Society)
http://civnet.org

The mainstay of this site is a monthly journal of articles about the current state of democracy and civic education, reviews, and reports, all written by civic educators. A civic education resource library features on- and off-site links to historical documents, lesson plans, syllabi, bibliographies, research, journals, newsletters, and other materials. There is also a directory of civic education organizations around the world, a calendar of civic education events, and news about CIVITAS activities.

DEMOCRACY, HUMAN RIGHTS, and LAW
General

DemocracyNet (National Endowment for Democracy)
http://www.ned.org

This World Wide Web site of the National Endowment for Democracy (NED) offers the Democracy Grants Database of grants made by NED from 1990 to the present, the catalog of NED's Democracy Resource Center, information about the *Journal of Democracy* and other NED publications, and subscription instructions for the electronic discussion group DemocracyNews.

Unit for the Promotion of Democracy (Organization of American States)
http://www.oas.org/EN/PROG/UPD/updhome.htm

This website provides on-line support for democratic development in member states. It includes information on building democratic institutions and assisting technically in elections. The site also offers a comprehensive "Electoral Calendar", information and dialogue via an on-line newsletter, and "Democratic Forum" seminars, plus special programs. (Partial Spanish and French also available.)

Regional

Africa

African Centre for Democracy and Human Rights Studies (ACDHRS)
http://www.umn.edu/humanrts/africa/ACOHRS.htm

Established in 1989 to promote the observance of "human and peoples' rights and democratic principles throughout Africa", the ACDHRS website includes information on its eight inter-related human rights programs: human rights procedures, research, documentation, publications, training and education, Internship Program, Women's Program, and the African Non-Government Organization (NGO) Networking and Institution Building Program. Also refers to ACDHRS publications and posters.

African Human Rights Resource Center
http://www.umn.edu/humanrts/africa/index.html

This website, a joint project of Makere University Human Rights and Peace Center and the University of Minnesota Human Rights Center, includes information and links to African human rights organizations, criminal tribunals, bibliographies, NGOs in Sub-Saharan Africa, African economic/social/cultural rights, and general human rights resources.

Kudirat Institute for Nigerian Democracy (KIND)
http://www.igc.org/kind/index.html

This website is named for Kudirat Abiola, wife of the democratically-elected Nigerian president Moshood Abiola, whom the Nigerian army imprisoned in 1993. Her ordeal exemplifies the attempt to halt the democratic transition program that the military government had agreed to implement in 1988. After her husband's arrest, Kudirat's continued fight for democracy brought on her assassination in 1996, apparently by order of the Nigerian military government. This site contains information about KIND's goals and activities toward restoring Nigerian democracy and developing its civil society, all in the spirit of Kudirat Abiola's work.

Asia

Free Vietnam Alliance (FVA)
http://www.fva.org

FVA seeks the "peaceful democratization of Vietnam"; this website describes their formation, goals, achievements, activities, committees, and FVA's proposal to build democracy in Vietnam. Just a few of the site's offerings are: pertinent documents, such as the Paris 92 Appeal, biographies of Vietnamese dissidents, the Universal Declaration of Human Rights, and current Vietnamese political news. (Vietnamese, French, and German also available.)

Hong Kong Voice of Democracy
http://www.democracy.org.hk

The premise of this website is "that accurate information is absolutely critical to monitoring the way of life and the rights of the Hong Kong people after the transition to Chinese rule." Chronicles the activities of the grass-roots democracy movement and political climate of Hong Kong through on-line interviews, editorials, news, profiles, a chronology, a glossary, and other links. (English or Chinese available.)

Europe

Center for Civil Society International (CCSI)
http://www.friends-partners.org/partners/ccsi/ccsi-home.html

CCSI publicizes "creative collaborations between voluntary organizations in the United States and the West and new third sector organizations emerging in the new independent states (NIS) that succeeded the collapse of the Soviet Union." This large bi-lingual web site, with servers in the U.S.A. and Russia, provides information on civic developments in the NIS with over 2,000 documents and links to other sites as well as grant and conference announcements and research on civil society in the U.S.A. and abroad.

Democracy Traditions Foundation (Bulgaria)
http://banmatpc.math.acad.bg/dt

Features information on past Bulgarian elections and links to other sites containing election information that supports the "establishment and refinement of democracy in Bulgarian society, in particular...the applications of mathematical and computer methods in the process of organizing and processing of the general elections."

Den norske Helsingforkskomite (Norwegian Helsinki Committee)
http://home.sn.no/~dnh

Features information on democracy and human rights in Europe including international issue meetings and interventions and election observation reports. (Norwegian, partial English available.)

European Commission, Working With Us (Tender Opportunities)
http://europa.eu.int/en/comm/dg1a/wor/civg_with_us/framework.htm

This section of the extensive European Union (EU) website describes three programs of the European Commission: Phare, which helps Central European nations join the mainstream of European development with the goal of EU membership; Tacis, which works to strengthen economic and political links between the European Community and the New Independent States and Mongolia; and Obnova, which aims to rehabilitate and reconstruct Bosnia-Herzegovina, Croatia, Yugoslavia, and Macedonia.

Foundation for Education for Democracy (Poland, Eastern Europe, and Central Asia)
http://www.fed.ids.pl

This site provides information about the Foundation's publications and training programs on managing NGOs, and acquiring skills in teaching and leading democracy in Poland, Eastern Europe, and Central Asia.

Institutional Reform and the Informal Sector (IRIS) (Eastern Europe)
http://www.inform.umd.edu/IRIS

Launched with funding from the U.S. Agency for International Development, IRIS assists governments and organizations in developing countries and the new democracies of Eastern Europe to develop the economic policies and institutions needed to generate prosperity and freedom. The site features information on IRIS's philosophy, history, programs, workshops and conferences, research, and publications.

Juan Tomisson Institute (Estonia)
http://www.ngonet.ee/jti

Describes the history, research and training activities, and films and print publications of this non-profit NGO. (Estonian and English available.)

The Jamestown Foundation (former Soviet Union)
http://www.jamestown.org/info/about.html

The Foundation educates the West about the former Soviet Union (FSU). Their website informs users about the FSU, the Foundation's programs, and its publications. (Subscriptions to a bi-weekly magazine and a daily chronicle available on-line or via e-mail or fax).

Moscow School of Human Rights
http://web.redline.ru/~hrschool/eindex.htm

Describes the activities, publications (mostly in Russian), and supporting organizations of this non-commercial and educational NGO. (Russian and English available.)

Yurope Press Center-Magazine for Democracy in Yugoslavia
http://www.yurope.com/press

News, articles, and links to related sites about the violent struggles in Yugoslavia and its former countries.

Middle East

Democracy Network of Iran
http://www.algonet.se/~farhad/dni/index.html

The extensive website of this Internet-based group dedicated to democracy, human rights, equity, and justice in Iran includes news of the 1997 presidential election, Iranian political prisoners on hunger strike, and the imprisoned Iranian writer Faraj Sarkoohi. Also features DNI's charter and declaration, the DNI newsletter "Iran Democracy Watch", and links to other Iranian news sources.

Foundations for Democracy in Iran
http://www.iran.org

Website of a United States-based NGO attempting to aid Iranians in "creating a free and open society, where they can choose their form of government by democratic means." The site gives Iranian news and information on human rights and opposition activities. Describes current projects: human rights monitoring; academic conferences; and a weekly electronic news service, "Iran Newswire", based on information from the Iranian press, radio stations, official publications, and news releases.

News Israel Fund (NIF)
http://www.nif.org/index.html

Features an on-line petition asking Israeli prime minister Netenyahu to "resist pressure for repressive legislation and to speak out against fundamentalist intolerance and coercion." Also includes articles about NIF's activities; NIF's annual report, their newsletter, listserv, and press releases; and links to related sites.

Fundamental Documents—United States of America

Constitution Society

http://www.constitution.org

Explores in detail the basic principles of the Constitution and other founding documents of the United States of America: rights, powers, and duties; abuses and usurpations; jurisdiction and due process; and electoral process. Also provides information and additional links on citizen action; organizations; events; commentary; resources; United States founding documents (*Declaration of Independence, Debates in the Federal Convention of 1787, Constitution, Federalist Papers, Supreme Court Decisions*, and others in full-text and various file formats); the concept of unity and federalism; constitutional defense; legal and political reform; public education; publications; people; references; and images.

Fundamental Documents—International

International Constitutional Law

http://www.uni-wuerzburg.de/law/home.html

Features the full text of constitutional documents and country information in English for nearly 200 nations. Also links to constitutional courts, information about NGOs, and the Model Constitutional Code (MCC).

Governments—United States of America

Government Information Exchange

http://www.info.gov

The one-stop comprehensive site for U.S.A. federal government information. This national government website includes a Federal Directory (three branches of government: legislative — Congress; executive — President, White House, Cabinet, and Agencies; and judicial — Supreme Court and lower federal courts), the Federal Yellow Pages, and the Federal Information Center as well as information on federal employees, foreign/international and state and local governments, and electronic shopping networks. Specialized features include sections on national government information.

United States Congress: THOMAS — Legislative Information on the Internet

http://thomas.loc.gov/

"In the spirit of Thomas Jefferson," this site is a service of the U.S. Congress through its library. Database offerings include: 105th Congress (House and Senate Members), Congress This Week (House and Senate Floor Activities), Bills, Laws, *Congressional Record*, House and Senate Committee Information, Historical Documents, The Legislative Process, and U.S. Government Internet Resources.

Governments—International

Elections Around the World

http://www.universal.nl/users/derksen/election/frame4.htm

Parliaments Around the World

http://www.universal.nl/users/derksen/parlemen/home.htm

Both websites are databases containing basic political data and links to election and parliament information worldwide. Monthly "Info on Elections Around the World" newsletter available via e-mail. (German, Spanish, French, and Dutch also available.)

VI

International Directory of Civic Education Leaders, Programs, Organizations, and Centers

VI

PART VI is a directory of civic education leaders, programs, organizations, and centers all over the world. It compiles two lists: (1) the Education for Democracy/International Database (EDID) Organizational Listing, collected and published by Education for Democracy/International (ED/I) of the American Federation of Teachers (AFT) Educational Foundation of Washington, DC, and (2) the Social Studies Development Center's own collection of contacts in the civic education field. The latest paper edition of EDID was published in April 1997. For the most recent EDID updates see the AFT World Wide Web site either on America Online, keyword "AFT," or at http://www.aft.org. We ask that readers please send us information about individuals or organizations promoting civic education not listed here, so we may consider them for inclusion in future editions of the directory.

About Education for Democracy/International Database (EDID) and the American Federation of Teachers Educational Foundation

The EDID lists over 400 individuals, programs, organizations, and centers involved in civic education globally. Most of the organizations listed are non-governmental; however, EDID also lists some government organizations conducting model programs in the field. It also lists organizations that help to build international networks of civic educators.

A grant from the National Endowment for Democracy has supported the creation and maintenance of EDID.

For further information or to obtain a copy of EDID contact:

Education for Democracy/International
International Affairs Department
American Federation of Teachers
555 New Jersey Avenue, NW
Washington, DC 20001-2079

Since its creation in 1989, the Education for Democracy/International (ED/I) project has focused its resources on promoting educational activities that improve the teaching of democracy and civics globally. The project has three main activities: teacher training and curriculum development, democratic skills and leadership training, and publications on democracy and education.

The AFT is a 940,000-member union of public and professional employees, including public and private school teachers, school-related personnel, higher education faculty and professionals, employees of state and local government, nurses, and health professionals. The union exists to serve the interests of its members, as determined by democratic processes at the local, state, and national levels.

We thank the American Federation of Teachers Educational Foundation for kindly permitting us to reprint their EDID directory. In particular we thank the AFT staff for their contributions. They deserve recognition for their hard work in putting together this first-of-its-kind directory and, in effect, uniting the world civic education community. We hope this directory will prompt communication and cooperation among the members of that growing community. Finally, we thank David Dorn for his cooperation. Dorn is Director of the International Affairs Department of the AFT.

ALBANIA

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Albania
Phone: 45-3332-0251
Fax: 45-3332-1345
Electronic Mail: sting@inet.uni-c.dk

Independent Teachers Trade Union of Albania—SPASH
Bayram Kruja
President
Rr. Qemal Stafa No. 226
Tirana
Albania
Phone: 355-42-266-95
Fax: 355-42-28-383

Institute of Pedagogical Research
Dr. Fatmira Myteberi
Researcher
Curriculum Department
Rruga Naim Frasheri Nr. 37
Tirana
Albania
Phone: 355-42-23860
Fax: 355-42-23860
Description of Organization: The Institute develops a national civic education curriculum and teacher training.
Description of Activities: The Institute develops a civic education curriculum, conducts teacher training, and helps efforts toward democracy in Albania through educational programs and activities.

Imir Kamba
Rr. "L. Grurakuqi", P.8. Sh.20
Tirana
Albania
Phone: 355-42-322-27
Fax: 355-42-322-27

Society for Democratic Culture
Miranda Gace
Executive Director
Bul. "Deshmoret e Kombit
No. 97/6
Tirana
Albania
Phone: 355-42-42350
Fax: 355-42-42350

University Society for Democratic Culture, University of Tirana
Bekim Como
Professor
Rruga Ferid Xhajku
Pall. 59-8, Shk.1, Ap. 14
Tirana
Albania
Phone: 355-42-24-109

ARGENTINA

Conciencia - Argentina
Maria Rosa De Martini
President
Florida 633
3rd Floor
Buenos Aires 1005
Argentina
Phone: 54-1-314-7196
Fax: 54-1-314-7196
Electronic Mail: ACONCI@aconci.cci.org.ar
Description of Organization: A civic organization designed to involve Argentinian citizens in democracy. It runs both formal and informal programs to educate citizens about national, local and community government.
Description of Activities: The organization runs formal and informal programs to educate citizens about government.

Fundacion Poder Ciudadano (Citizen Power)
Marta Oyhanarte de Sivak
President
Avenue Callao 852
First Floor
Buenos Aires 1023
Argentina
Phone: 541-814-4925
Fax: 541-814-4927

AUSTRALIA

Parliamentary Education Office
John Carter
Director
Parliament House
Canberra ACT 2600
Australia
Phone: 61-6-277-3559
Fax: 61-6-277-5775

AUSTRIA

International Helsinki Federation for Human Rights
Aaron Rhodes
Rummelhardtgasse 2/18
Vienna 1090
Austria
Phone: 43-1-402-73-87
Fax: 43-1-408-74-44

BELARUS

Belarusian Humanitarian Center For Education And Culture
Vladimir Kolas
Director
Kirav str. 21
Minsk 220050
Belarus
Phone: 0172-29-3106
Fax: 0172-29-3106
Description of Organization: The center consists of a lycee, film-TV studio, and publishing house, with filials in seven towns of Belarus.
Description of Activities: Developing reform of national education, especially in philosophy, civic education, and humanities; producing educational films and TV programs; publishing textbooks; and translating world literature for children and youth into Belarussian.

BENIN

Center for the Education to Democracy, Human Rights and Peace in Schools and University
Raoufon Affagnon
Poste de Jericho
B.P. 03-416
Cotonou
Benin
Phone: 229-323024
Fax: 229-322786
Description of Organization: Focuses on designing curriculum for civic education. It also trains teachers to use the civic education curriculum.
Description of Activities: Designing civic education curriculum, training teachers, and promoting democracy in schools and universities.

Group for the Study and Research on Democracy & Economic and Social Development (GERDDES) -Afrique
Sadikou Ayo Alao
President
B.P. 1258
Contonou
Benin
Phone: 229-33-43-33
Fax: 229-33-43-32
Description of Organization: Conducts applied research to promote and monitor democracy in West Africa. GERDDES members train local government and civic organizations for administering and monitoring elections in 15 countries.
Description of Activities: GERDDES trains local government and civic associations for administering elections, and holds forums and conferences enabling opposition political groups to discuss issues and interact.

BOSNIA-HERZEGOVINA

Tanya Jerlagic
Civitas Assistant
Avde Hume 5/11
71000 Sarajevo
Bosnia-Herzegovina
Phone: 071-47-17-52
Electronic Mail: v.jerlagic@zamir-sa.ztn.apc.org

Slobodan Juric
Professor Engelskog Jezika
Strosmajrova 1 88220
Siroki Brijee
Bosnia-Herzegovina
Phone: 088-702-545 (home)
Fax: 088-700-914

BULGARIA

Bulgarian Association for Fair Elections and Civil Rights
Michael Yanakiev
National Palace of Culture, ENT. C
Sofia 1414
Bulgaria
Phone: 3592-650507
Fax: 3592-801038

Culture-Educational Organization "Unity" Plodiv
Suria Usuff Dene
Chairman
Plodiv 4006, P.O.Box 27
Bulgaria
Phone: 359-32-272-415
Fax: 359-32-270-270
Description of Organization: Promotes civil society and participation in the process of democracy.

Free and Democratic Bulgaria Foundation
Mikhail Berov
Co-Director
36 Han Krum Street
Sofia 1000
Bulgaria
Phone: 359-2-89-17-84
Fax: 359-2-888-273

Open Society Foundation, Sofia
Rumen Valchev
Head
125 Tzarigradsko Shausse
Block 5
Sofia 1113
Bulgaria
Phone: 00 359-2-73-24-61
Fax: 00 359-2-708-538
Electronic Mail: osfoem@bgcict.bitnet
Description of Organization: Civic Education, projects in health, ecological education, interethnic communication, and conflict solutions in education.

Podkrepa Teachers Union
Kroum Kroumov
President
C/O Confederation of Labor Podkrepa
2 Angel Kanchev
Sofia 1000
Bulgaria
Phone: 359-2-981-5749
Fax: 359-2-981-2928

CAMBODIA

Khmer Institute of Democracy (KID)
Julio Jeldres
Acting Director
Street 362
Villa 10
Chamkar Mon
Phnom Penh
Cambodia
Phone: 855-23-27521
Description of Organization: KID publishes the newsletter "Khmer Conscience" and a cartoon booklet on the principles of democracy. It also conducts seminars and is working to promote democracy in Cambodia.
Description of Activities: KID publishes newsletters and booklets, and conducts seminars and other educational programs promoting democracy in Cambodia.

CANADA

Affiliation of Multicultural Societies and Service Agencies of British Columbia — AMSSA
Beverly Nann
Executive Director
385 S. Boundary Road
Vancouver British Columbia
Canada VSK 4SL

Committee for Effective Canadian Citizenship Education
Douglas R. Ramsay
Calgary Board of Education
2519 Richmond Road, S.W.
Calgary AB T3E 4M2 Alberta
Canada
Phone: 403-777-89-29
Fax: 403-777-7889
Electronic Mail: dramsay@cbe.ab.ca

Democracy Education Network
David Shulman
Coordinator
135 Rideau St., 3rd Fl.
P.O. Box 1084 Stn. B
Ottawa KIP 5R1
Canada
Phone: (613) 641-5178 x268
Fax: (613) 241-8068

Ministry of Education and Training
Dr. Sylvia Solomon
Education Officer
16th Floor, Mowat Block
900 Bay Street
Toronto Ontario M7A 1L2
Canada
Phone: (416) 325-2541
Fax: 416 325-2575
Electronic Mail: sylvia.soloman@edu.gov.on.ca

University of New Brunswick
Alan Sears
Associate Professor

Dept of Curriculum and Instruction
Faculty of Education
Bag Service No 45333
Freidericton New Brunswick E3B 6E3
Canada
Phone: (506) 453-3500
Fax: (506) 453-3569

University of Western Ontario
Dr. Douglas Ray
Professor, Educational Policy Studies
Faculty of Education, Althouse College
3 - 170 1580 Adelaide Street
London 57215 N6G 1G7
Canada
Phone: 519-661-2087
Fax: 519-605-2552

University of Windsor
John R. Meyer, Ph.D.
Faculty of Education
410 Sunset
Windsor Ontario N9B 3P4
Canada
Phone: (313) 963-6112 (USA)
Fax: (519) 971-3612
Electronic Mail: jmeyer@uwindsor.ca

COLOMBIA

COLFUTURO-Foundation for the Future of Colombia
Isabel Polo
Executive Director
Cra 17 No. 39A-00
Bogota
Colombia
Phone: 571-232-2048
Fax: 571-288-4575
Electronic Mail: colfutur@openway.com.co

Conciencia - Colombia
Clara Fonnegra
Executive Director
Carrera 5 No. 66-11
Bogota
Colombia
Phone: 57-1-248-9511
Fax: 57-1-235-9245
Description of Organization: This non-partisan, non-profit women's organization provides democracy education and promotes citizen participation in public affairs. It organizes workshops and seminars for adults and primary/secondary students fostering democratic participation.
Description of Activities: This organization holds workshops and seminars fostering democratic participation in the political process and non-violent methods of conflict resolution.

Universidad de Los Andes
Gabriel Murillo-Castano
Director
Departamento de Ciencia Politica
Apartado Aereo 4975
Bogota
Colombia
Phone: 57-1-283-9848
Fax: 57-1-284-1890
Description of Organization: The University conducts a "National Issues Forum" program in Colombia to promote citizen dialogue. Also publishes materials on citizen forums.
Description of Activities: The University conducts "National Issues Forums" and publishes materials.

CROATIA

Anti-War Campaign Croatia
Marjana Radakovic
Tkalciceva 38
Zagreb 41000
Croatia
Phone: 385-41-422-495
Fax: 385-41-271-143
Electronic Mail: ark_zg@Zamir-zg.ztn.zer.de

Center for Peace, Non-Violence, and Human Rights
Lidija Obad
Member of the Executive Committee
Gunduliceva 34
Osijek 31000
Croatia
Phone: 385-31-127-510
Fax: 385-31-123-218
Electronic Mail: MIR OS ZAMIR 2@ZTN.APC.ORG
Description of Organization: A non-profit that conducts programs on human rights protection and conflict resolution. Provides help to displaced persons and refugees.

Committee for Human Rights
Zoran Pusic
Zeleni trg 5
Zagreb 41000
Croatia
Phone: 385-1-515495
Fax: 385-1-515495

Local Democracy Embassy
Damir Juric
Deputy Delegate
Setaliste K.F. Sepera 83
Osijek 51000
Croatia
Phone: 385-51-125-343
Fax: 385-54-124-832
Description of Organization: The Local Democracy Embassy is a method of networking among various parties, including the Council of Europe, municipalities and NGOs.

Ministry of Culture
Naima Balic
Senior Adviser
Department for International Relations
Trg burze 6
Zagreb 41000
Croatia
Phone: 385-1-4569-019
Fax: 385-1-410-421

CYPRUS

Woman's Movement for Peace and Federal Solution Cyprus
Canan Oztoprak
Oztoprak Tic
Haci Ali APt
Ledra Palas yani
Nicosia
Cyprus
Phone: 0 392 2235641

CZECH REPUBLIC

Comenius Centre for Education and Democracy- CCED
Jaroslav Kalous
Director
Charles University - Prague
Myslikova 7
Praha 1 110 00
Czech Republic
Phone: 42-2-2491-3898
Fax: 42-2-295-561
Electronic Mail: jaroslav.kalous@pedf.cuni.cz
Description of Organization: A non-profit organization, affiliated with Charles University, operating exclusively for educational, scientific and cultural purposes to extend education for democracy in Central and Eastern Europe.
Description of Activities: Education and teacher training, research and coordination, and publishing documents and other information. Also conducts teacher seminars in the Czech Republic.

Czech Helsinki Committee
Jana Ondrackova
Jeleni 5
Praha 1 118 00
Czech Republic
Phone: 3337-2334-6
Fax: 3337-2335
Description of Organization: Promotes human rights, children's rights, and civic education. Also organizes programs on democracy and civil rights.

Department of Civic Education
Dr. Petr Pitha
Chair
Svidnicka 506
Prague 8 181 00
Czech Republic
Phone: 42-2-85-52-341

Foundation Humanitas-Profes
Vera Doruskova
Managing Director
U maleho stadionu
Praha 6 160 17
Czech Republic
Phone: 35-53-08
Fax: 35-51-84

Human Rights Center of Charles University
Alena Kroupova
Director
Kaprova 14
Prague 1 11000
Czech Republic
Phone: 02-232-41-47
Fax: 02-24-81-12-39

Jan Hus Educational Foundation
Dr. Miroslav Pospisil
Director
Radnicka 8
P.O. Box 735
Brno 663 35
Czech Republic
Phone: 42-5-4221-2314
Fax: 42-5-4221-2084
Description of Organization: The Foundation supports higher and further education in humanities and law. The main aim is to restore these disciplines by intro-

ducing new study programs and methodologies into the curricula through support for higher education programs.

Description of Activities: The Foundation provides grants, lectures, discussions, seminars, books, articles, periodicals and education exchanges to the Czech and Slovak Republics and assists in rebuilding cultural and educational institutions.

Palacy University-Politics Department, Center for Education in Constitutionalism
Dan Marek
Department of Politics
Krizkovskeho 12
Olomouc 771 80
Czech Republic
Phone: 42-68-5508-481
Fax: 42-68-5225-148
Electronic Mail: DMAREK@FFNW.UPOL.CZ
Description of Organization: Offers education in political science, civic education for secondary school teachers, and a professional association for lecturers.

Partners for Democratic Change — Czech Republic
Dr. Dana Rabinakova
Director
Ceske druziny 35
Praha 6 160 00
Czech Republic
Phone: 42-2-328-469
Fax: 42-2-312-26-29
Electronic Mail: dana-rabinakova@ecn.gn.apc.org
Description of Organization: PDC seeks to advance the conflict management skills and capabilities of students in primary and secondary schools through conflict resolution programs. It has trained teachers and teacher trainers, plus curricula and educational materials.
Description of Activities: Provides publications, workshops, seminars, curricula and education materials dealing with conflict resolution.

Places in the Heart Foundation
Petr Marek
Jugoslavsych Partyzana 11
Praha 6 160 00
Czech Republic
Phone: 422-311-8390
Fax: 422-311-5269
Electronic Mail:
Description of Organization: Independent nonprofit foundation focused on promoting grass-roots democracy, civic education, and developing NGOs. Foundation, does so primarily by journalistic materials in the media.

UVRS PedF UK
Pavla Polechova, Ph.D.
Jana Valkova, Manager
Myslikova 7
PRAHA 1
110 00
Czech Republic
Phone: 420-2-249-149-80
Fax: 420-2-29-55-61
Electronic Mail: Pavla.Polechova@pedf.cuni.cz; Jana.Valkova@pedf.cuni.cz

DENMARK

The Danish Center for Human Rights
Studiestrade 38
Copenhagen K. DK-1455
Denmark
Phone: 45-3391-1299
Fax: 45-3391-0299

Royal Danish School of Educational Studies
Knud Jensen
Professor
Emdrupvej 101
Kobenhabn NV DK-2400
Denmark
Phone: 39-69-66-33
Fax: 39-69-74-74
Electronic Mail: KNUD_Jd@dlh1.dlh.dk

South Jutland University Centre
Birger Kledal
Assistant Professor
Niels Bohrs Vej 9
Esbjorg DK 6700
Denmark
Phone: 45-79-14-11-75
Fax: 45-79-14-11-99
Description of Organization: Dr. Kledal is a professor of history and social studies involved in civics education, especially in Russia.

Teaching Democracy Project
Dr. Steen Liebe Hansen
Ped. Fak. Nr. Nissum
Svinget 5
Lemvig 9620
Denmark
Phone: 45-97-89-12-22
Fax: 45-97-89-14-49

ECUADOR

Conciencia - Ecuador
Alicia Portaluppi de Ribadeneira
Luque 218 y P. Carbo
2do. Piso Oficina #205
P.O. Box 6381
Guayaquil
Ecuador
Phone: 593-4-531-903
Fax: 593-4-531-903
Description of Organization: This non-partisan, non-profit women's organization provides democracy education and promotes citizen participation in public affairs. It organizes workshops and seminars for adults and primary/secondary students fostering democratic participation.
Description of Activities: This organization holds workshops and seminars fostering democratic participation in the political process and non-violent methods of conflict resolution.

EGYPT

Center for Political and International Development Studies
Gehad Auda
20 Wadi Al-Nile Street
Al-Mohandessen
Giza
Egypt
Phone: 202-344-3000 x210/211
Fax: 202-347-8106

ESTONIA

Olga Ganzen
President, People to People Estonia
Kentmanni 13-63
Talinn EE0001
Estonia
Phone: 372-2-455925
Fax: 372-2-441955
Electronic Mail: ptpest@ngonet.ee

Reet Kandimaa
Civic Education Teacher
Kaunase Pst. 82-99
Tartu EE2487
Estonia
Phone: 372-7-487206
Fax: 372-7-434441
Electronic Mail: reet@rtk.tartu.ee

Mare Oja
MS
9/11 Tonismagi St
Talinn EE0001
Estonia
Phone: 372-62-82-304
Fax: 372-62-82-350

Tallinn Pedagogical University
Anu Toots
Professor
Narva MNT.25
Tallinn EE0012
Estonia
Phone: 372-2-64-09-450
Fax: 372-2-64-09-450
Electronic Mail: anuto@lin.tpu.ee
Description of Organization: In-service training of teachers in citizenship education; pre-service training of teachers in civics.

Sulev Valdmaa
Civic Education Centre Manager
Enbla str. 4
Talinn
Estonia
Phone: 372-6263154
Fax: 372-6263152
Electronic Mail: sulev@jti.ee

ETHIOPIA

A-BU-GI-DA - Ethiopian Congress for Democracy
Abraham Abebe
Executive Director
P.O. Box 7284
Higher 10 Kebele 04 H.No. 220
Addis Ababa
Ethiopia
Phone: 251-1-11-69-17
Fax: 251-1-55-19-61
Description of Organization: A-BU-GI-DA is a nonpartisan organization whose legitimacy is acknowledged by the Ethiopian government and public. A-BU-GI-DA's mission is to help Ethiopian citizens gain the knowledge about democracy needed to help establish a democratic nation.
Description of Activities: Conducts civic education programs, providing consultation on democratic principles, and conducts seminars on democracy, human rights, labor relations, and leadership. It also monitors the democratic process.

African Initiatives for a Democratic World Order
Kebede Kejela
Executive Director
P.O. Box 11333
Addis Ababa
Ethiopia
Phone: 251-12-08-54
Fax: 251-1-552699

HUNDEE
Abera Tola
Executive Director
P.O. Box 31756
Addis Ababa
Ethiopia
Phone: 251-1-55-03-05
Description of Organization: Purpose is to nurture and disseminate democracy. Additionally, to participate in the efforts of building a democratic society and preserving the cultures of indigenous democratic cultures.
Description of Activities: Promotes civic education by working on the principles of democracy, women's rights, good governance, human rights, monority rights, and elections/voter education. Also organizes workshops on civic education.

Peace and Development Committee
Yusuf Hassen
P.O. Box 41879
Addis Ababa
Ethiopia
Phone: 251-511966
Fax: 251-1-515714

FRANCE

Association of Teachers of History, Geography, and Civic Education
Jean Peyrot
98100 rue Montmartre
Cedex 02
75018 Paris
France
Phone: (33)-1-42336237
Fax: (33)-1-42331208

Conseil En Education
Nancy Willard Maguad
Educational Consultant
4, Allee De La Tuilerie
Louveciennes 78430
France
Phone: 33-1-39-58-15-20
Fax: 33-1-39-58-11-08

Council of Europe
Maggie Nicholson
Directorate of Human Rights
P.O. Box 431 R6
Strasbourg 67006
France
Phone: 33-88-41-20-00
Fax: 33-88-41-27-88

International Institute for Democracy
Enie Wesseldijk
Executive Secretary
Palais de l' Europe
P.O. Box 431
Strasbourg 67075
France
Phone: 33-88-41-25-41
Fax: 33-88-41-27-81

International Institute of Human Rights
Jean-Bernard Marie
Secretary General
1 quai Lezay-Marnesia
Strasbourg 67000
France

International Peace Research Association
Sanaa Osseiran
Vice President and Representative to UNESCO
UNESCO
SHS/HRS 1 rue Miollis
Paris 75015
France
Phone: 331-45-68-45-83
Fax: 331-40-65-98-71

Ligue Des Droits De L'Homme
Jean-Claude Filloux
27, rue Jean Dolent
Paris 75014
France
Phone: 33-1-44-08-87-29
Fax: 33-1-45-35-23-20
Description of Organization: An NGO founded in 1898, active in the defense of all human rights. It focuses especially on fighting xenophobia in France.

National Coordinating Committee, "To Be a Citizen"
Robert Chelle
Secretary General
255 rue de Vaugirard
Cedex 15
Paris 75O15
France
Phone: 33-1-40-43-30-14

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GEORGIA

Caucasian Institute for Peace, Democracy, and Development
Ghia Nodia
Chairman, Board
P.O. Box No. 4 (158)
Tibilisi 380008
Georgia
Phone: 994-8832-954723
Fax: 994-8823-954497
Electronic Mail: ghian@cipdd.ge
Description of Organization: An NGO whose 20-30 fellows work on a contractual basis. Promotes the social studies and awareness of democratic values.
Description of Activities: Conducts research and publishes; prepares informational materials and TV programs; and organizes public meetings.

GERMANY

Center for Teacher Training
Wolfgang Boege
Schlebuschweg 4
Hamburg 21029
Germany
Phone: 49-040-724-37-51
Fax: 49-040-724-55-91
Description of Organization: A teacher training institute conducting in-service training in all subjects, including civic education.
Description of Activities: Teacher training institute.

Federal Agency for Civic Education (Bundeszentrale fur politsche Bildung) - BpB
Franz Kiefer
Director
Berliner Freiheit 7
Bonn D - 53111
Germany
Phone: 49-2-28-51-50
Fax: 49-2-28-51-515-113
Description of Organization: Goal is to spread and strengthen democratic and European thought within the German nation. Priority issues include: parliamentary-constitutional democracy; providing civic education for all those interested; and producing/distributing publications.
Description of Activities: BpB provides primary and secondary teachers with materials on teaching democracy; produces a weekly journal and magazine; and conducts workshops and organizes study tours.

German Institute for Correspondence Studies at the University of Tuebingen
Karlheinz Duerr
Political Scientist
Am Sonnenrain 43
Kirchentellinsfurt 72138
Germany
Phone: 49-7071-979 308
Fax: 49-7071-979 100
Electronic Mail: karlheinz_duerr@diff.uni.tuebingen.de
Description of Organization: An institute for research and development in continuing education.

International Society for Human Rights
Robert Chambers
Secretary General
International Secretariat
Kaiserstrasse 72
Frankfurt/Main D-60329
Germany
Phone: 40-0-69-28-69-71/72
Fax: 49-0-69-23-4100
Description of Organization: Addresses the theme of education for democracy in the Russian Federation and Ukraine.

GHANA

Institute for Economic Affairs
Charles Mensa
Executive Director
P.O. Box 01936
Christianborg
Accra
Ghana
Phone: 233-21-776-641
Fax: 233-21-777-118
Description of Organization: An NGO economic and socio-political research institute. It fosters the principles underlying a free market economy and a democratic and open society. The institute supports research and publishes studies on economic, socio-political and legal issues to enhance the understanding of public policy in Ghana.
Description of Activities: Publishes newsletters and organizes workshops for parliamentarians that nurture and sustain democracy. Also offers roundtables to discuss public policy issues in Ghana and conducts quarterly surveys of the Ghanaian economy.

GREECE

Greek Political Science Association
Nikiforos Diamantouros
President
19 Omirou Street
Athens 106 72
Greece
Phone: 30-1-36-40-368

HAITI

College Catts Pressoir
Guy Etienne
81 Martin Luther King Ave.
Port-au-Prince
Haiti
Phone: 509-45-8066
Electronic Mail: cpressoir@haitiworld.com

HONDURAS

Conciencia - Honduras
Rosalina Cruz de Williams
President
Colonia Lara, Calle Ahprocafe no. 813
No. 770
Telecigalpa M.D.C.
Honduras
Phone: 504-367-461
Fax: 504-312-124

HONG KONG

The Hong Kong Institute of Education
Leung Yan Wing
Lecturer, Dept. of Educational Management & Professional Support
21 Sassoon Roas
Hong Kong
Phone: 2817 1574
Fax: 2817 5604
Electronic Mail: ywleung@nc.ied.edu.hk

HUNGARY

Budapest University of Economics, Department of Political Science
Atilla Agh
Fovam ter 8.
Budapest H-1092
Hungary
Phone: 36-1-218-8049
Fax: 36-1-218-8049
Electronic Mail: agh@ursus.bk
Description of Organization: In this Department 13 full time experts take part in teaching and research activities. The students receive special training to prepare for careers involving major economic and political roles. The Department is part of the international political science network.
Description of Activities: University activities include teaching political science, special training for graduate and Ph.D. programs, funding for the Hungarian Centre for Democracy Studies, and publishing.

Civitas Association for Teaching Civic Knowledge and Skills
Balazs Hidveghi
Executive Director
Fejer Gyorgy utca 10.
Budapest-1053
Hungary
Phone/Fax: 36-1-117-4526
Electronic Mail: balazs@civitas.civitas.hu

Constitutional and Legislative Policy Institute (COLPI)
P.O. Box 10/26
Budapest 114
Hungary 1525
Electronic Mail: colpi@osi.hu

Democracy After Communism Foundation
Agnes Kekesi
Falk Miska u. 30. III 3
Budapest 1055
Hungary
Phone: 36-1-269-30-09
Fax: 36-1-269-30-35

Hungarian Institute for Educational Research - Oktataskutato Intezet
Peter Drahos
Educational Researcher
P.O. Box 427
Budapest 1395
Hungary
Phone: 36-1-129-76 52
Fax: 36-1-129-76 39
Description of Organization: The Institute supports several Hungarian civic educational efforts, and is working on a Hungarian "CIVITAS" project.

Institute for Legal Assistance and Education in the Law
Gaspar Czine
Egyetem ter. 1-3
Budapest 1053

Hungary
Phone: 36-30-416650
Fax: 361-266-4091

Edit Javos
Szekely Bertalan utca 21/A
Pecs 7535
Hungary
Phone: 36-72-327-860

The Joint Eastern Europe Center for Democratic Education and Governance
Ferenc Hammer
P.O. Box 701/316
13th District, Szent Istvan Krt.10 2/2
Budapest 1399
Hungary
Phone: 36-1-131-00-90
Fax: 36-1-131-00-90
Electronic Mail: jointcenter@ceu.hu
Description of Organization: Organizes programs in civic education, including teacher training, and curriculum development.

Martin Luther King Organization
Taye Kebede
D. Secretary General
1113 Zsombolyai u.3
Budapest
Hungary
Phone: 361-166-5570
Fax: 361-166-5570
Electronic Mail: mlko@mail.matav.hu

Partners for Democratic Change — Hungary
Dr. Kinga Goncz
Director
Szent Istvan krt.10.II.2
Budapest 1137
Hungary
Phone: 36-1-168-9028
Fax: 36-1-131-0090
Electronic Mail: kktt001@ursus.bke.hu
Description of Organization: PDC seeks to advance the conflict management skills and capabilities of students in primary and secondary schools through conflict resolution programs. They have trained teachers and teacher trainers, and have developed curricula and educational materials.
Description of Activities: PDC provides publications, workshops, seminars, curricula and education materials dealing with conflict resolution.

Teachers' Democratic Union of Hungary — PDSZ
Istvan Kovacs
Executive Committee Member
Balzac utca 5
Budapest H-1136
Hungary
Phone: 36-1-149-19-61
Fax: 36-1-149-19-61
Electronic Mail: pdsz@mail.c3.hu

ISRAEL

Adam Institute for Democracy and Peace
Ruth Ostrin
International Projects
P.O.B. 3353
Jerusalem Forest
Jerusalem 91033
Israel
Phone: 972-2-752933
Fax: 972-2-752932
Electronic Mail: ruth@adam.org.il
Description of Organization: The Adam Institute is an independent, nonpartisan, nonprofit organization which develops and implements educational projects aimed at helping participants understand the equal rights of individuals.
Description of Activities: The Institute produces the newsletter "Kol Adam," and conducts programs for students, teacher training, and seminars for new immigrants and soldiers. It also runs international exchanges of teachers and holds an annual international conference on education for democracy.

Center for Applied Research in Education — Teachers Center
Ghassan Abdallah
Director
P.O. Box 17421
East Jerusalem
Israel
Phone: 97-229-954021

Hebrew University of Jerusalem
Ruth Firer
Professor
School of Education
118 Hevroni St
Jerusalem 96633
Israel
Phone: 972-2-411826
Fax: 972-2-882045
Description of Organization: The University conducts studies on education for democracy programs.

Panorama
Riad Malki
Director
PO Box 20510
East Jerusalem
Israel
Phone: 972-2-628-1151
Fax: 972-2-628-3351
Electronic Mail: panorama@planed.edu

Panorama
Walid Salem
10 Nureldin Street
P.O. Box 20510
East Jerusalem
Israel
Phone: 972-2-6281151
Fax: 972-2-6283351

ITALY

Bilioteca Documentar Pedagogica BDP-Firenze
Ivan Fassini
Via Budnarroti 10
Firenze
Italy
Phone: 039-55-23801
Fax: 242884

JORDAN

Al Kutesa Institute for Human Development
Ellen Khouri
P.O. Box 9446
Amman
Jordan 11191
Phone: 00962-6-686753
Fax: 00962-6-686751
Electronic Mail: KUTBA@NETS.com.jo

Al-Urdun Al-Jadid Research Center
Hani Hourani
Director
P.O. Box 910289
Amman
Jordan
Phone: 962-6-657143
Fax: 962-6-657132

General Federation of Jordanian Woman
Nadia Bushnaq
P.O. Box 176
Zarga
Jordan
Phone: 962 9 908450
Fax: 960 9 908450

KAZAKHSTAN

Association of Young Leaders
Elana Vinogradova
Civics Education Coordinator
36 Aurzov Str.
Natalia Bakhamutova
175 Kurmangazy Str. Apt. 43
Almaty 480096
Kazakhstan
Phone: 3272 44 63 60
Electronic Mail: nat@leader.almaty.kz
Description of Organization: Assist youths in developing personally, in gaining skills for leadership and partnership, and in taking a responsible approach to their lives as active citizens.

Information and Research Center for Civic Education
Pushkin St. 111/113 Room 302
Postbox #19
Almaty 480100
Kazakhstan
Electronic Mail: root@kzciv.ksisti.alma-ata.su

KENYA

Ecumenical Centre For Justice And Peace
Jephthah K. Gathaka
Executive Director
P.O. Box 64267
Nairobi
Kenya
Phone: 254-725922

League of Kenyan Women Voters
Ida Odinga
P.O. Box 76080
Nairobi
Kenya
Phone: 254-2-336-958
Fax: 254-2-226-931

KOREA

Forum of Democratic Leaders in the Asia-Pacific
Sonn Se-il
Secretary General
Aryung Building, Suite 501,
506-20 Changchun-Dong
Seodaemun-Ku
Seoul
Korea
Phone: 82-2-322-4491
Fax: 82-2-322-4494
Description of Organization: The Forum promotes democracy in the Asia-Pacific Region through peaceful means. Its members are either individuals or organizations of high standing with a strong belief in democracy and dedication to its achievement.
Description of Activities: The Forum performs all appropriate activities deemed necessary for the development of democracy in the region.

The Kim Dae-Jung Peace Foundation — KPF
Dr. Kim Dae-Jung
Chairman of the Board
Aryung Building, Suite 701
506-20 Changchun-Dong
Seodaemun-Ku
Seoul
Korea
Phone: 82-2-322-0291
Fax: 82-2-322-0295
Description of Organization: Established in 1994, the KPF is a "public interest" nonprofit, tax-exempt institution dedicated to three goals: reunifying the Korean peninsula, democratizing Asia, and realizing regional and world peace.
Description of Activities: The KPF pursues its goals by establishing a world-wide network. It convenes groups of leaders and experts to help carry out the policy resulting from the Foundation's research findings. It also publishes occasional reports and a scholarly journal, and disseminates public education on the KPF's ideas and projects.

KYRGYZSTAN

Bureau on Human Rights and Rule of Law
Natalia Ablova
Director
175 Sovetskaya
Bishkek
Kyrgyzstan
Phone: 7-3312-26-57-54
Fax: 7-3312-26-38-68
Electronic Mail: ma@RIGHTS.Bishkek.sv

Kyrgyz Peace Research Center
Anara Tabyshalieva
Director
108 Pravda Street #2
Box 1880
Bishkek 720000
Kyrgyzstan
Phone: 7-3312-28-04-23
Fax: 7-3312-28-04-23
Electronic Mail: root@kprc.bishkek.su
Description of Organization: The Center unites the efforts of experts on different issues, such as sociologists, historians, ethnologists, economists, psychologists, lawyers, linguists, medical scientists, ecologists and others.
Description of Activities: It collects materials and information concerning different fields of social and political development in Kyrgyzstan. It also investigates early warning and forecasting of conflicts in the republic.

Kyrgyz Peace Research Center
Angela Begjanova
Bishkek
Kyrgyzstan
Phone: 3312 28 04 23

LATVIA

Democracy Advancement Center
Guntars Catlaks, President
Jana Lejina, Office Manager and Seminar Coordinator—Primary Contact
Vija Rudina, Teacher Training Manager
Valts Sarma, Program Developer
Valnu Iela 2 513A
RIGA LV 1098
Latvia
Phone/Fax: 371-7229-410
Electronic Mail: ddc@acad.latnet.lv.
Description of Organization: Develops curricula and materials, trains teachers for public schools, and strengthens democracy in Latvia.

Liesma Lapina
Professor, Riga School of Pedagogy
LPIVA, Imantas 7 Linija 1
Riga LV 1083
Latvia
Phone: 371-242-7346

Latvian Center for Human Rights and Ethnic Studies
Nils Muiznieks
Director
Raina Boulevard 19
Riga LV 1586
Latvia
Phone: 3712-211-097
Fax: 371-782-01-13
Description of Organization: Promoting human rights by education, research, and gathering and distributing information.

Arijs Orlovskis
Professor, Liepaja Pedagogical School
Liela 14
Liepaja LV 3400
Latvia
Phone: 371-234-23468, 234-26249

Irena Saleniece
Professor, Daugavpils Pedagogical University
Vienibas 13
Daugavpils LV 5400
Latvia
Phone: 371-254-23011

Daina Bara, Lecturer, Department of Political Sciences
University of Latvia
Brivibas Blvd. 32
Riga, LV-1586
Latvia
Phone: 371-7-217-492, *1*-217338
FAX: 371-7-225039

Lolita Spruge
Vice Pro-Rektor, Head of Study Department
Latvia University
Raina 19
Riga LV 1050
Latvia
Phone: 371-722-4152

Andris Tomasuns
Member of Parliament
Dambja 17-5/6
Jelgava LV 3000
Latvia
Phone: 371-230-23076
University of Latvia, Faculty of Law
Dr. Anita Usacka
Department of Law Related Education
Raina Blv. 19
Latvia
Phone: 371-28-87-72

LITHUANIA

Lithuanian College of Democracy
Giedre Kvieskeine, Director
Rima Martineniene
Vilnius Pedagogical University
Studentu 39
Vilnius 2034
Lithuania
Phone: 3702-772840
Fax: 3702-764433

Ministry of Education and Culture — Social Sciences Division
Vladislovas Budzinauskas
Senior Officer
A. Volano 2/7
Vilnius 232691
Lithuania
Phone: 370-2-616-214
Fax: 370-2-612-077
Electronic Mail:
vladislovas.budzinauskas@smm11.ipc.elnet.lt

MACEDONIA

Vasil Pluskoski
Institute of Sociology
Philosophy Faculty
Sv. Kiril I Metodij University
Skopje
Macedonia

MEXICO

Federal Electoral Institute (IFE)
Antonio Viaducto
Tlalpan #100
Col. Arenal Telepan, Del. Tlalpan
Mexico City
Mexico
Phone: 5-655-1340
Fax: 5-655-1044
Electronic Mail: biblife@iwm.com.mx

Frente Civico Potosino
Luis Nava
Avendia Juarez No. 336
San Luis Potosi CP 78250
Mexico
Phone: 52-48-12-46-84
Fax: 52-48-13-32-36

Description of Organization: An NGO promoting democracy in Mexico. Its school for civic education trains trainers in various aspects of civic education, including the techniques used in the election process.
Description of Activities: The FCP coordinates activities with other pro-democracy organizations in Mexico, and trains trainers in various aspects of civic education.

Mexican Academy of Human Rights
Sergio Aguayo
President
Filosofia y Letras No. 88
Col. Copileo
Mexico City
Mexico DF 04360
Fax: 525-683-9375

MONGOLIA

Center for Citizenship Education-Mongolia
Rinchin Narangerel
Executive Director
Mongolian Youth Bldg.
4th Floor, Room 410
Baga toiruu-10
Ulaanbaatar 11
Mongolia
Phone: 976-1-310937
Fax: 976-1-310897
Electronic Mail: cce@magic
Description of Organization: A private, non-profit, non-partisan organization created in August 1992 to foster and accelerate democratic reform in Mongolia, conduct research, and study international exchange through non-governmental efforts.
Description of Activities: Carries out activities promoting democracy in Mongolia, conducts research, and studies international exchange. It also holds seminars which promote democratic activities and programs.

NETHERLANDS

Anne Frank House
Levien Rouw
P.O. Box 730
AS Amsterdam 1000
Netherlands
Phone: 00-31-20-5567178
Fax: 00-31-20-6389856
Description of Organization: Develops and implements educational materials globally on such issues as Anne Frank, racism, and tolerance.

Dutch Association of Teachers of Civics
Hans van Tartwijk
Hogeschool Tilburg
Department of Civic Education
P.O. Box 90903
Tilburg 5000 GD
Netherlands

Dutch Centre for Civic Education
Ruud Veldhuis
Prinsengracht 911-915
1017 KD Amsterdam
Netherlands
Phone: 31 20 521 76 76
Fax: 31 20 638 31 18

Euroclio, European History Teachers' Association
Joke van der Leeuw-Rood
President
Louise Henriettestraat 16
The Hague NL-2595 TH
Netherlands
Phone: 31-70-385-3669
Fax: 31-70-385-3669
Electronic Mail: j.vanderleeuw@pobox.rru.nl
Description of Activities: Strengthening history education; promoting European/global awareness; and providing a forum.

Kompaktgroep
Carla van Cauwenberghe-Quax
Consultant
Kooikersweg 2
P.O. Box 482
5201 AL's
Hertogenbosch
Netherlands
Phone: 31-73-247-222
Fax: 31-73-247-294
Description of Organization: Managing innovation in education training and programs that train trainers.

Netherlands Helsinki Committee
Felisa L. Tibbitts
Coordinator, Human Rights Education Programs
Helsinki Monitor
P.O. Box 30920
Mauritskade 9
2500 GX The Hague
Netherlands
Phone: 31(0)30-302535
Fax: 31-30-302524
Electronic Mail: a.bloed@pobox.ruu.nl

Description of Organization: A nonprofit NGO promoting the Helsinki Conference on Security and Cooperation in Europe. Organizes a wide range of assistance projects in law and education.
Description of Activities: National programs in human rights and civic education, including materials development, teacher training and infrastructure support in the Central East European region.

VGN, Dutch History and Civics Teachers' Association
Helene Budi-Janssens
Pahyslaam 12A
ED Heidschendam NL-2261
Netherlands
Phone: 31-70-3277923
Fax: 31-70-3201298
Electronic Mail: j.vanderleeuw@pobox.rru.nl
Description of Organization: Strengthening the position of History and History teachers in Dutch schools. Consists of about 2,000 members.

NICARAGUA

Centro de Educacion para la Democracia
Terencio Garcia Montenegro
Director
De la esquina Nor-Este del Parque Las Palmas
1/2 cuadro al lago
Managua
Nicaragua
Phone: 505-2-664-180
Fax: 505-2-667-395
Electronic Mail: cedu@ns.tmx.com.ni

Comision Permanente de Derechos Humanos (C.P.D.H.)
Lino Hernandez
Secretario Ejecutivo/Director
Montoya 2. c. al norte
Managua
Nicaragua
Phone: 238-00-66-22-26
Fax: 238-00-66-17-26
Description of Organization: The CPDH runs educational programs on human rights for teachers, law enforcement authorities, the military and the general public.

NIGERIA

African Democratic Heritage Foundation
Ayo Fasoro
P.O. Box 11458
Ibadan
Nigeria
Phone: 234-22-313-407
Fax: 234-1-2-664-206 c/o AAI

African Women's Association for Political Awareness
Chioma Nwachuku
P.O. Box 2416
Lagos
Nigeria
Fax: 234-1-2-664-206 c/o AAI

Civil Liberties Organization
Ayoola Obe
24 Mbonu Ojike Street
Surulere Lagos
Nigeria
Phone: 234-1-840-288
Fax: 234-1-876-876

NORWAY

Foundation MIRA for Human Rights/ Aid Norway Albania/ Norwegian Helsinki Committee
Sissel H Foyn
The Human Rights House
Urtegate 50
Oslo N-0187
Norway
Phone: 47-22-57-00-70
Fax: 47-22-57-00-88

PAKISTAN

Foundation for Integrated Development
Gul Najam Jamy
Executive Director
21-B, St. 21
F-7/2
Islamabad
Pakistan
Description of Organization: A pro-Democracy organization interested in civic education projects.

PANAMA

Associacion Nacional de Clubes Activos 20-30 de Panama
Juan McKay
National President
Apartado Postal 4506
Panama 5
Panama
Phone: 507-265-7067

Fax: 507-264-0886
Electronic Mail: jmckay@pananet.com

PARAGUAY

Mujeres para la Democracia
Montserrat Caballero
Eligio Ayala 877
Entre EEUU y Tacuari
Asuncion
Paraguay
Phone: 595-21-490-433
Fax: 595-21-490-433

PERU

Movimiento Civico Femenino Conciencia
Esther Silva de Ghersi
President
Huiracocha 2325
Jesus Maria
Lima
Peru
Phone: 51-14-630-353
Fax: 51-14-426-161
Description of Organization: Affiliated with the Pan American Conciencia movement.
Description of Activities: Works with Conciencia.

PHILIPPINES

Kabatid
N/A
Room 511, Pasda Building
77 Panay cor. Timog Avenue
Quezon City
Metro Manila 1102
Philippines
Description of Organization: A nonpartisan women's organization to promote the participation of responsible citizens in the democratic process through programs on leadership training and government accountability. It also publishes a newsletter that monitors government.
Description of Activities: Organizes training seminars on leadership skills and democratic values, conducts polls, and educates and registers voters. Kabatid also produces comic books on voter fraud and produces a newsletter.

POLAND

Borderland Foundation ("Pogranicze")
Krzysztof Czyzewski
ul. Kisciuszki 71
Suwalki 16-400
Poland
Phone: 48-87-66-65-87
Fax: 48-87-66-65-87

Center for Citizenship Education
Jacek Strzemieczny
Director
ul. Sierpecka 6/32
Warszawa 01-593
Poland
Phone: 0-22-33-04-09
Fax: 0-22-33-04-09
Electronic Mail: ccejacek@ikp.atm.com.pl
Description of Organization: A nonprofit NGO that focuses currently on introducing a new, extended civics course into Polish schools, conducting teacher training, preparing trainers, and developing and publishing instructional materials.

Center for Civic and Economic Education
Jacek Krolikowski
al. Ujazdowskie 28
Warsaw 00-478
Poland
Phone: 48-2-6213031 ext. 116, 126
Fax: 48-2-621-48-00
Description of Organization: Training of civic education teachers and pursuing civic education projects in school systems.

Foundation for Education for Democracy
Krzystof Stanowski
Senior Program Officer/Director of Training
Podwale 5 str 1/5
Suite 30, SBF
Warszawa 00-252
Poland
Phone: 48-22-8-27-76-36
Fax: 48-22-8-27-76-36
Electronic Mail: kstan@edudemo.org.pl
Description of Organization: Works to educate the public on the principles and institutions of democracy and free-market economy.
Description of Activities: Conducts training programs for teachers, union leaders, sponsors of student councils, and youth leaders.

Foundation in Support of Local Democracy — Kielce
Andrzej Bednarz
School Contact
Sienkiewicza 25
Kielce 25-007
Poland
Phone: 48-41-680-486
Fax: 48-41-477-62
Electronic Mail: PSSA-ADM@SRV
Description of Organization: Educates citizens about effecting change through participatory democracy in Poland. Its centers around the country provide resources to those involved in local democracy.
Description of Activities: Focuses on organizing regional training for government officials, elected school officials and local journalists in democratic institutions.

Foundation in Support of Local Democracy — Warsaw
Witold Monkiewicz
Program Coordinator
ul. Krywickiego 9
Warsaw 02-078
Poland
Phone: 48-22-25-25-57
Fax: 48-22-25-14-16
Electronic Mail: wmon%frdl@ikp.atm.com.pl

Helsinki Foundation for Human Rights
Marek Nowicki
ul. Bracka St. 18 m. 62
Warsaw 00-028
Poland
Phone: 48-2-628-10-08
Fax: 48-22-29-69-96

Institute for Democracy in Eastern Europe (IDEE) - Poland
Monika Agopsowicz
Director
P.O. Box 311
Warsaw 00-950
Poland
Phone: 48-22-6208344
Fax: 48-22-6208358 v 48-39122216
Electronic Mail: idee@plearn.edu.pl or idee@icm.edu.pl
Description of Organization: The Polish headquarters for the Centers of Pluralism network in Eastern and Central Europe. IDEE helps other related organizations and compiles a database of addresses of NGOs, journalists, and others throughout the region. It also supports the independent local press and pursues activities related to the local press in Eastern and Central Europe.
Description of Activities: IDEE publishes, shares, and exchanges information, contacts, and advice with other related organizations, and maintains a database of contacts.

KLON/JAWOR Data Base on Polish NGOs
Kuba Wygnanski
Director
ul.Flory 9 Vp.
Warsaw 00-586
Poland
Phone: 48-22-49-69-60
Fax: 48-22-49-86-81
Electronic Mail: klon.@ternet.pl
Description of Organization: An independent, apolitical institution whose aim is enabling free access to information pertaining to NGOs and their work.

Solidarnosc — Education Section
Stephan Kubowicz
President
Pl. Szczepanski 5
Krakow 31-011
Poland
Phone: 48-12-216-054
Fax: 48-12-216-217

Andrzej Szeniawski
Center Board Chairman
11 042 Jonkowo
Pupki 43 woj. olsztynskie
Poland
Phone: 048-89-129-213

Katarzyna Zielinska
Professor of History
University of Warsaw
Korczynska 11 m.20
02-934 Warsaw
Poland
Phone: 048-22-42-58-18

ROMANIA

Federation of Unions of Pre-University Educators — FSIPR
Catalin Croitoru
President
Str. Justitiei, Nr 65
Sector 4
Bucharest
Romania
Phone: 401-631-4175
Fax: 401-312-3673
Electronic Mail: croitoru@org.pcnet.ro

Hungarian Teachers Association of Romania
Istvan Biro
President
Bucharest 38-97
Romania
Phone: 40-1-688-77-98
Fax: 40-1-212-05-69

Institute for Educational Sciences
Dakmara-Ana Georgescu
Researcher
37, Stirbei voda, sector I.
Bucharest RO-70732
Romania
Phone: 0040-1-613-64-91
Fax: 0040-1-312-14-47
Electronic Mail: ise@acc.usis.ro

International Foundation for Electoral Systems - Romania
Dan Petrescu
Program Director
Benjamin Franklin #9, Apt. 8
Bucharest
Romania
Phone: 401-613-1990
Fax: 401-312-3414
Electronic Mail: office@ifes.eunet.ro
Description of Organization: Conducts educational programs on elections and democracy, and provides technical assistance to electoral authorities.
Description of Activities: Conducts programs.

Master Forum
Ion Olteanu
Str. Ion Campineanu 9
Bucharest
Romania
Phone: 00-40-1-61-44-827
Fax: 00-40-1-61-44-827
Description of Organization: Aims to create local councils of children as independent structures, elected by local voters, which represent the interests of children in a community.

Pro Democracy Association
Alina Inayeh
Executive Director
Str. Costache Negri #7
Sector 5
Bucharest
Romania
Phone: 401-312-0023
Fax: 401-312-0023
Description of Organization: Encourages citizenship participation. At first the Association primarily observed elections, now it conducts training for NGOs and members of parliament on relations between citizens and their elected representatives.
Description of Activities: Holds seminars on how to lobby, testify on draft legislation, and organize town meetings.

Professor of Education
Dorina Chiritescu
Professor
Str. Rusetu nr. 3
sc. B, et. 1, ap 26, sct. 6
Bucharest
Romania
Description of Organization: Professor Chiritescu works to reform civic education in Romania.

Romanian Center for Civic Education
Elena Nedulcu
Julia Hasdeu High School
91, Ferdinand - Avenue, S2, Room 20
Bucharest
Romania
Phone: 401-635-2425
Description of Organization: Formed to promote democratic principles and values, to develop civic behaviors (individual responsibility, respect for the law, dialogue, initiative, critical thinking, spirit of independence, tolerance), and to change attitudes.

SADOR-Societatea Pentru Apararea Dreptutilor Omului Din Romania
Cristina Dumitrache
Coordinator
Str. Domneasca Nr. 16
Bl. N6 AP.26
Galati
Romania
Phone: 4-036-415989
Fax: 4-036-412413

RUSSIA

Altay State University
Olga Arshintseva
Dept. of History, Altay State Univ.
Dimitrova 66
Barnaul 656015
Russia
Phone: 385-2-22-28-69
Description of Organization: Courses on civics in high school.

Association for Civic Education
Petr Polozhevets
President
c/o Uchitelskaja Gazeta
Vetoshny peruelok 13-15
Moscow 103012
Russia
Phone: 7095-921-30-25
Fax: 7095-928-82-53
Electronic Mail: peterpol@redline.ru

Association for Civic Education
Zhenya Korolkova
dom 70, kv. 38
Ulitsa Stavramolskaya
Moscow
Russia

Zhenya Belyakov
Director, American Federation of Teachers
9, 1st Smolensky Oereulok
Moscow 121099
Russia
Phone/Fax: 011-7095-241-1995
Electronic Mail: aftmoscow@glas.apc.org

Center for Democracy - Russia
Alexander Kravstov
Moscow Representative
Volkov Street #4
Moscow 123376
Russia
Phone: 7095-255-1922
Fax: 7095-255-1922

Center for Educational Planning and Russian Academy of Education
Eduard D. Dneprov
Pogodinskaia ul., d.8
Moscow
Russia
Phone: 7095-246-18-98
Fax: 7095-248-51-70

Center of Experimental Education for Social Change Democracy "Golubka"
Ivan Timofeev
Program Director
117 313 Garibaldi St. 11-76
Moscow
Russia
Phone: 095-134-0295
Fax: 095-134-0295
Electronic Mail: golubka@glas.apc.org
Description of Organization: A nonprofit NGO that contributes to creating civic democratic society in the former Soviet Union, increasing the public sector's effectiveness by educational programs.

Educational and Health Care Complex "Forest School"
Veneamin Yuryevich Zin
General Director
Yuzhno-Sakhalinsk
Bereznyaki
Ul. Kraynyaya 1
Russia 694943

Free Trade Union of School #534
Liera Podyachena
President
194-223
Svetlavinsky Prospect 31
St Petersburg
Russia
Phone: 552-4589

Urina Fridman
Representing Chief, Department of Education and Sport
Dzerjinskaya str. 40, apt. 34
Yjzhno-Sakhalinsk 693007
Russia
Phone: 7-42422-33529; 7-42422-36416 (home)
Fax: 7-42422-39094

Grazhdanin (Citizen)
Yakov Sokolov
Director
Ul Dovatora 5/9
Moscow 117312
Russia
Phone: 7095-144-6862
Fax: 7095-144-6862
Description of Organization: A civic education network of over 20,000 members who give in-service training workshops on teaching democracy.

Institute of Experimental Pedagogy w/ Laboratory School
Isak Froumin
Principal
Box 6087
Krasnoyarsk 17 660001
Russia
Phone: (3912) 436356
Fax: (3912) 434682
Electronic Mail: frumin@sc106.krasnoyarsk.su

Institute of Theoretical Pedagogics and International Research in Education
Natalia M. Voskresenskaya
Head, Laboratory of Comparative Education
P. Korchagina 7
Moscow 129278
Russia
Phone: 7095-283-8430

International Center for Business and Economic Education
Sergei Ravitchev
Director
Bolshoi kozlovskii pere., d.13/17
Moscow 107078
Russia
Phone: 7095-928-4632
Fax: 7095-288-9512

Moscow Economic School
Yuri Shamilov
President
Krasnaya Presnya Str. 4a
Moscow 125922
Russia
Phone: 7095-250-0450
Fax: 7905-250-0970/253-4323

Moscow Regional Advanced Education Training Institute
Anatoly Azarov
Professor of the Department of Culture and the Humanization of Education
8. Starovatutinski Drive
Moscow 129281
Russia
Phone: 095-474-94-24
Fax: 095-475-68-42
Description of Organization: Focuses on human rights, law, police, methodology, and methods of education.

Moscow School of Human Rights
Luchnikov Lane 4, Entr. 3, Room 5
103982 Moscow, Russia
Phone: (7-095) 452-05-13; (7-095) 206-09-23
Fax: (7-095) 206-88-53
World Wide Web: http://web.redlinr.ru/~hrschool/engl (English version); http://web.redline.ru/~hrschool/ (Russian version)

Moscow School of Political Studies
Elena Nemirovskaja
Director
Kutuzovsky Prospect 4/2 apt. 353
Moscow 121248
Russia
Phone: 7095-243-1756
Fax: 7095-940-2806
Description of Organization: The School runs a year-long program of regional and national seminars on the various aspects of democracy for young leaders in business, labor, government and the media.

Norma
Margarita Filippova
Dubninsbaya Street 30, 5"
app 251
Moscow 127327
Russia
Phone: 7-095-956-66-22
Fax: 7-095-956-38-22
Description of Organization: Issues books and pictures about democracy and market economy, and produces films for education (civic and economic).

Partners for Democratic Change (PDC) — Russia
Nina Belyaeva
Director
c/o Interlegal Foundation
16/1 Marii Ulianovoy St.
Moscow 117331
Russia
Phone: 7095-321-45-97
Fax: 7095-138-56-86
Electronic Mail: interlegal@glas.apc.org
Description of Organization: Seeks to advance the conflict management skills of students in primary and secondary schools through education in conflict resolution. PDC has trained teachers, teacher trainers, curricula, and educational materials
Description of Activities: Publications, workshops, seminars, curricula, and educational materials dealing with conflict resolution.

Pyotr Polozhevets
President, Association of Civic Educators of Russia
Editor in Chief, Uchitelskaya Gazeta
129 075 Moscow
3 Novoostankinskaya 2, apt. 78
Russia
Phone/Fax: 921-30-25
Electronic Mail: petorpol@redline.ru

Publishing House Linka Press and School n 547
Elena Soloyova
B. Tulskaya 2-444
Moscow 113191
Russia
Phone: 7-095-958-3630

Electronic Mail: penates@glas.apc.org
Description of Organization: Develops and publishes books and other materials for children.

"Raduga" ("Rainbow") Pedagogical Center
Yuriy Ruvimovich Maystrovskiy
Director
Samara
UL. Kuybysheva 151
Russia 443099
Phone: 8462 32 31 71
Description of Organization: Coordinator, Regional Program for Civics Education Development Methodology Specialist, and Continuing Education Institute for Teachers.

Russian Center for Citizenship Education
Igor Nagdasev
Director
16 Studiony Proezd, Apt. 48
Moscow 129224
Russia
Phone: 7095-479-4556
Fax: 7095-200-1207
Electronic Mail: rcce@glas.apc.orp

Russian Center for Civic Education
Denis Makarov
Director of Programs
Joint Program w/ Syracuse University
A/Ya 54
Moscow 129224
Russia
Phone: (7095) 479-4546

Scientific-Pedagogical Association
Aleksandr Naumovich Tubelskiy
General Director
School of Self-Determination
Sirenevyy Blv. 58A
Moscow
Russia 105484
Phone: 095 461 0623

St. Petersburg Center For Concerned Teachers
Irena Korolyova
President
Engels Prospect 121-1-209
St. Petersburg 194356
Russia
Phone: 7812-598-20-62
Fax: 7812-311-7125
Description of Organization: Teachers' information center; citizen development immersion program with the EFL curriculum.

St. Petersburg Law School
Victor N. Pronkin
Founder & Rector
34 Maly Pr., VO
St. Petersburgh 199178
Russia
Phone: (812) 213-7823
Fax: (812) 213-7823
Electronic Mail: victor@law.spb.ru

Uchitelskaja Gazeta
Petr Polozhevets
Editor-in-Chief
Vetoshny pereulok 13-15
Moscow 103012
Russia
Phone: 7095-921-30-25
Fax: 7095-928-82-53
Electronic Mail: peterpol@redline.ru
Description of Organization: Uchitelskaja Gazeta (Teachers Newspaper) is the leading voice of education reform in Russia, and supports innovations in civic education. The weekly paper circulation is around 250,000.
Description of Activities: Publishes weekly educational journal.

SENEGAL

Goree Institute
Katy Diop
Project Coordinator
La Maison de Soudan Goree
B.P. 6413
Dakar
Senegal
Phone: 221-21-70- 81
Fax: 221-22-54-76
Electronic Mail: goree_institute@endadak.gn.apc.org

SERBIA and MONTENEGRO

Association of Citizens for Democracy, Social Justice, and Support to Trade Unions
Zagorka Golubovic
President
United Branch Trade Unions "Nezavisnost"
Nusiceva 4/V
Belgrade
Serbia & Montenegro
Phone: 381-11-338-226
Fax: 381-11-344-118

Bridge (Association of Cooperation and Mediation in Conflicts — MOST)
Ruzica Rosandic
Director
Kralja Petra 46
Belgrade 11000
Serbia & Montenegro
Phone: 381-11-635-813
Fax: 381-11-635-813
Electronic Mail: most_beograd@zamir-bg.ztn.zer.de
Description of Organization: MOST is an organization working to establish a culture of democracy and peace in Serbia.

NEZAVISNOST — Nezavisni Sindikati
Branislav Canak
Nusiceva 4/V
Belgrade 11000
Serbia & Montenegro
Phone: 381-11-344542
Fax: 381-11-344118
Electronic Mail: bcanak@eunet.yu

The Union of Education, Science, and Culture of Kosova (YU)
Agim Hyseni
President (University of Prishtina)
Bregu I Diellit II; 7a/22
Prishtine 38 000
Serbia-Montenegro
Phone: 38138-26960
Fax: 38138-24114
Description of Organization: Aims to continue and develop education at all levels for 90% of Kosova's population, despite systematic discrimination and segregation from the Serbian Regime.

Helsinki Committee for Human Rights in Serbia
Sonja Biserko
President
Obilicev Venac 27/IV
Belgrade 11000
Serbia/Montenegro
Phone: 38111-692-044
Fax: 38111-620-882
Electronic Mail: H.ODBOR.BG@ZAMIR-BGztm.zez.de

SIERRA LEONE

Sierra Leone Teachers' Union — SLTU
M'ban Kabu
President
P.O. Box 477
Freetown
Sierra Leone
Phone: 232-22-248-09
Description of Organization: Helps to develop and disseminate civic education materials to semi-literate citizens. Conducts training workshops on teaching democracy for its members.
Description of Activities: Disseminating civic education materials and conducting workshops.

SLOVAKIA

Comenius University - Department of Ethics and Civic Education
Dr. Erich Mistrik
Faculty of Education
Racianska 59
Bratislava 813 34
Slovakia
Phone: 421-7-323-717
Fax: 421-7-254-956
Description of Organization: This Department has been training pre-service teachers in civics and ethics education in primary and secondary schools. The Department includes scholars working in political science, philosophy, aesthetics, multiculturalism, religion, ethics, and methodology.
Description of Activities: Beyond its research, the Department works with the Netherlands on the international program "Education for Citizenship and European Studies." It is also developing Slovak modifications of "Philosophy for Children: Fostering Alternative Schooling."

Comenius University - Department of Philosophy
Miroslav Marcelli
Faculty of Arts
Gondova 2
Bratislava 818 01
Slovakia
Phone: 421-7-564-71

Foundation for Support of Local Democracy
Dr. Andrej Bartosiewicz
Chairman
Kapatilska 7
Bratislava 81101
Slovakia
Phone: 421-7-333-544

Metodicke Centrum Banska Bystrica-Slovakia
Josef Gal
Metodicke Centrum, Horna ul. 97
Banska Bystrica 97401
Slovakia

Description of Organization: Metodicke Centrum is an organization for teacher education that compiles and disseminates teaching methods for high school teachers.

Milan Simecka Foundation (MSF)— Slovakia
Tereza Grellova
Executive Director
Hviedoslavovo Nam 17
Bratislava 81102
Slovakia
Phone: 421-7-331-593
Fax: 421-7-5333552
Electronic Mail: msf@msf.sanet.sk
Description of Organization: A charitable NGO that hosts conferences and seminars on democracy and other related topics. Its is also a Center for Pluralism.
Description of Activities: MSF hosts conferences on democracy, offers publications, training, counseling and education to raise awareness of human rights and democratic principles in civil society.

Orava Foundation for Democratic Education
Kurtis S. Meredith, Ph.D.
Jeannie L. Steele, Ph.D.
Zelena 10, 811 01 Bratislava
Slovakia
Phone: (421) (7) 531-9333
Fax: (421) (7) 531-9366
Electronic Mail: meredith@internet.sk, jsteele@internet.sk

Partners for Democratic Change — Regional Center for Training and Technical Assistance
Katarina Farkasova
Director
Cerenova 4
Bratislava 81303
Slovakia
Phone: 421-7-727-889
Fax: 421-7-314-130
Electronic Mail: regional@pdc.savba.sk
Description of Organization: PDC seeks to advance the conflict management skills of students in primary and secondary schools through education in conflict resolution. It has trained teachers, teacher trainers, curricula, and educational materials.
Description of Activities: PDC provides publications, workshops, seminars, curricula and education materials dealing with conflict resolution.

Partners for Democratic Change (PDC) — Slovakia
Dr. Dusan Ondrusek
Director
Cervenova 4
Bratislava 81303
Slovakia
Phone: 421-7-314-130
Fax: 421-7-314-130
Electronic Mail: hermann@pdcs.savba.sk
Description of Organization: PDC seeks to advance the conflict management skills of students in primary and secondary schools through education in conflict resolution. It has trained teachers, teacher trainers, curricula, and educational materials.
Description of Activities: PDC provides publications, workshops, seminars, curricula, and educational materials dealing with conflict resolution.

Skoi-Permanent Civic Institute Conference
Petr Tatar
Zupne nam. 7
Bratislava 811 03
Slovakia
Phone: 421-7-311-220
Fax: 421-7-311-220
Description of Organization: Programs include civic clubs in each district town.

Trade Union of Workers in Education and Science
Dr. Kamil Vajnorsky
President
Vajnorska 1
Bratislava 815 70
Slovakia
Phone: 421-7-214-448
Fax: 421-7 214-148

SLOVENIA

Human Rights Information & Documentation Centre
Retina Ljubljana
Mestni Trg 9
1000 Ljubljana
Slovenia
Phone: 386-61/1263565/1263576
Fax: 386-61/1263565

Libra Institute
Mjusa Sever
Director
Ilvoski Stradon 22
Ljubljana 61108
Slovenia
Phone: 386-61-127-2518
Fax: 386-61-127-3040
Description of Organization: Promotes independent media and strengthens women-based NGOs in the region.

SOUTH AFRICA

Centre for Socio-Legal Studies
Mawethu Mosery
National Co-or linator, Acting Director CSLS
University of Natal, Hut 10
P/Bagx10
Dalbridge 4014
South Africa
Phone: (031) 260 1291
Fax: (031) 260 1540

Community Law Center
Bongani I. Khumalo
Acting Director
Berea Center, Seventh Floor
249 Berea Road
Durban
South Africa
Phone: 27-31-202-7190
Fax: 27-31-210-140

Institute for Democracy in South Africa (IDASA) — Training Centre for Democracy
Marie-Louise Strom
Head of Schools Program
39 Honey Street
Berea
Johannesburg 2198
South Africa
Phone: 27-11-484-3694/7
Fax: 27-11-484-2610
Electronic Mail: http://www.iaccess.za/~idasa/idasa.htm
Description of Organization: Promotes training and builds capacities among teachers and managers in the school community and related education structures; designs and implements programs and courses on education for democracy and citizenship; develops curricula and connections with relevant constituencies, targeting groups that will use its courses.
Description of Activities: Trains, conducts research, builds resources, and evaluates program activities and their impact.

National Street Law Office
Mawethu Mosery
National Director
Centre for Socio-Legal Studies-University of Natal
Private Bag x 10
Dalbridge 4014
South Africa
Phone: 27-31-260-1291
Fax: 27-31-260-1540
Description of Organization: Promotes education about law and democracy, and works closely with NICEL. It recently published "Democracy for All", a secondary civics textbook for South African students.
Description of Activities: The Law Office publishes civics textbooks and promotes education.

Soweto Civic Association
Molwane Patrick Lephunya
P.O. Box 197
Kwa-Yuma
Soweto 1868
South Africa
Phone: 27-11-982-5810
Fax: 27-11-982-5852

University of Natal
Clive Harber
Head of Department
School of Education
Department of Education
Private Bag X10
Durban Dalbridge 4014
South Africa
Phone: 27-31-260-2611
Fax: 27-31-260-2609
Electronic Mail: harber@mtb.und.ac.za

SWEDEN

Uppsala University (In Service Training Department)
Egon Hemlin
P.O. Box 2137
Uppsala S-7050 02
Sweden
Phone: 46-18-18-79-60
Fax: 46-18-55-07-48

SWITZERLAND

Foundation for Democracy
Andrea von Planta
President
Jubilaeumstrasse 41
Bern 6 300
Switzerland

I.B.E./UNESCO
Juan Carlos Tedesco
Director
15 route des Morillons
Grand-Sacconnex

Geneve
Switzerland
Phone: 41-22-798-14-55
Fax: 41-22-798-14-86
Electronic Mail: j.tedesco@unesco.org

United Nations Center for Human Rights
Elena Ippoliti
Human Rights Officer
8-14 ave.
De La paix 1211
Geneva
Switzerland
Phone: 41 22 917 1619
Fax: 41 22 917 0213
Electronic Mail: eippoliti.hehr@unog.eh

TAJIKISTAN

Committee of Youth Organizations in the Leninabad District
Lucia Voichenko
Khojand
Tajikistan
Phone: 37922-6-75-29
Electronic Mail: root@tcpim.silk.glas.apc.org

Tajikistan Center for Citizenship Education
Gorki Street, 7
Dushanbe
Tajikistan 734060
Phone: 27-73-69
Fax: 21-70-33
Description of Organization: Promotes educational opportunity in Tajikistan, building a foundation for improving social conditions and raising the standard of living.
Description of Activities: Holds forums to promote active citizenship and promotes expanded educational opportunity in Tajikistan.

TANZANIA

Tanzania Institute of Education
Alois Mbunda
Deputy Director
P.O. Box 35094
Dar-Es-Salaam
Tanzania
Description of Organization: Mr. Mbunda is co-author of several political education and civics books for primary, secondary and teacher education levels.
Description of Activities: The Institute is responsible for the development of all primary and secondary education materials in Tanzania, and works with Heartland International.

TURKEY

NGO Advocacy Network for Women
Gulriz Ozyildirim
Spor cad. 94/10
Besiktas 80680
Istanbul
Turkey
Phone: 00 90 (212) 261-79-87
Fax: 00 90 (212) 261-88-30
Electronic Mail: kao1@psu.edu

Turkish Democracy Foundation
Ergun Ozbudun
Ahmet Rasim 27
Cankaya
Ankara
Turkey
Phone: 90-4-438-67-44
Fax: 90-4-440-91-06

Yedilepe University Radikal (Newspaper)
Aygul Ozkaragoz
Iskele cod. No 6413
Kuzguncuk
Istanbul
Turkey
Phone: 0216 333 8977
Electronic Mail: aygul.ozkaragoz@fornet.net.tr

TURKMENISTAN

Dialogue: Youth Leadership Center
Byashim Gaitnazarov
Program Director
46 Khudaiberdiev Street
Ashgabat
Turkmenistan
Phone: 7-3632-41-92-60
Fax: 7-3632-46-64-43

UGANDA

Legal Aid Project
Moses Kazibwe-Kawumi
94 William Street
P.O. Box 426
Kampala
Uganda
Phone: 256-41-251-054

National Organization for Civic Education and Election Monitoring (NOCEM)
Solomy Balungi Bossa
Project Coordinator
P.O. Box 3277
Kampala
Uganda
Phone: 256-41-242-462/4
Fax: 256-41-242-460
Description of Organization: An umbrella organization of NGOs interested in promoting civic education and ensuring free elections. NOCEM works with Heartland International.

UKRAINE

American Council for Collaboration in Education and Language Study
Ivanna M. K. Reed
Country Director
vul. Volodymyrska 60, Room 201
The Kyiv National Taras Schevchenko University
Kyiv 252033
Ukraine
Phone: 380 44 225 7182
Fax: 380 44 224 6960
Electronic Mail: accels@accels.freenet.kiev.ua

International Renaissance Foundation
Olexandez Piskun
Aztema 46
Kiev 254053
Ukraine
Phone: 044-2113561
Fax: 044-2167629
Electronic Mail: uazf@vidz.kiev.ua
Description of Organization: Works to support the projects and people building a civil society in Ukraine. As a part of the International Socos Foundations network, the IRF also fosters understanding and cooperation between Ukrainians and citizens globally.

International Renaissance Foundation
Anarolii Oleksienko
Deputy Director General
P. O. Box 358/3
Kiev 252030
Ukraine
Phone: 380 44 224 9159
Fax: 380 44 224 7051
Electronic Mail: ao@issep.kiev.ua

Thi University of "Kyiv-Mohyla Academy"
Dr. Serhiy Ivanyuk
Rector
2, Skovoroda St.
Kyiv 254070
Ukraine
Phone: (044) 416-45-15
Fax: (044) 416-45-15
Electronic Mail: rec@ukma.kiev.ua

Ukrainian Legal Foundation
Serhiy Holovaty
President
Bohdana Khmelnytskoho 10, kv.59
Kiev 252030
Ukraine
Phone: 380-44-224-0197
Fax: 380-44-225-5330
Description of Organization: Works toward establishing the "rule of law" in the Ukraine. Helps the country introduce the principles of "law abiding nation", "an independent judiciary", "human rights", "an independent legal profession" and other important concepts into Ukrainian life.
Description of Activities: Pursues a fundamental reorganization of the entire legal system by initiating and coordinating a series of major and minor projects: scientific, educational and practical.

University of Kiyv Mohyla Academie
Vlacheslav Brioukovetsky
President
2 Skovoroda Street
Kiyv 254070
Ukraine
Phone: 380-44-416-45-15
Fax: 380-44-417-84-61
Electronic Mail: Brioukh@ukma.kiev.ua

UNITED KINGDOM

Amnesty International/International Secretariat
Nick Wilson
Human Rights Education Special Project Co-ordinator
Eastern/Central Europe
1 Easton Street
London WC1X 8DJ
United Kingdom
Phone: 44-171-413-5500
Fax: 44-171-956-1157
Electronic Mail: Cthomas@amnesty.org

Centre for Citizenship Studies in Education
Ken Fogelman
Professor

University of Leicester
School of Education
21 University Road
Leicester LE1 &RF
United Kingdom
Phone: 44-116-2523688
Fax: 44-116-2523653
Electronic Mail: KFO@UK.AC.LEICESTER

Citizenship Foundation
Don Rowe
Co-Director
15 St. Swithin's Lane
London EC4N8AL
United Kingdom
Phone: 00-44-171-929-3344
Fax: 00-44-171-929-0922
Electronic Mail: citfou@gn.apc.org
Description of Organization: A nonpartisan, nonprofit organization conducting a variety of educational activities that encourage the young to become more effective citizens by developing their capacity to understand social, moral, and political issues.

Council for Education in World Citizenship
Patricia Rogers
Seymour Mews House
Seymour Mews
London W1H 0NT
United Kingdom
Phone: 071-935-1752

Leigh City Technology College
Robert Blackledge
Project Director
9 Milford Manor Gardens
Shady Bower
Salisbury SP12RN
United Kingdom
Phone: 44-132-222-8635
Fax: 44-132-229-2168
Description of Organization: The organization acts as a consultant involved in economics education project in Russia.

Project for Democracy Studies in Arab Countries
Raghid El-Solh
24 Wentworth Raod
Oxford OX2 7TM
United Kingdom
Phone: 44-186-551-5621
Fax: 44-186-551-4250

University of Ulster
Alan Smith
University of Ulster, Magee College
Londonderry
United Kingdom
Phone: 01504-371371
Fax: 01504-3755425
Description of Organization: Conducts research and teaching programs in peace education and conflict research.

University of Ulster at Coleraine
Paul Smyth
Project Officer, Speak Your Piece
BT52 1SA
County Londonderry
Coleraine Northern Ireland
United Kingdom
Phone: 01265-324975
Fax: 01265-324918

UNITED STATES of AMERICA

ACCESS
Mary Soley
Deputy Director
1701 K Street, NW
11th Floor
Washington DC 20006
USA
Phone: 202-223-7949
Fax: 202-223-7947

Alliance of Universities for Democracy
Dr. David A. Hake
Director, East European Center, University of Tennessee
University of Tennessee
Suite 100, Glocker Bldg.
Knoxville TN 37996-4170
USA
Phone: 615-974-5441
Fax: 615-974-3100
Electronic Mail: PD73048@UTKVM1

American Bar Association, Division for Public Education
Mabel McKinney-Browning
Division Director
541 North Fairbanks Court
Chicago IL 60611-3314
USA
Phone: 312-988-5731
Fax: 312-988-5032
Electronic Mail: MckinneyB@attmail.com0

World Wide Web: HTTP://WWW.ABAnet.ORG
Description of Organization: promotes and conducts programs to improve public understanding about law, legal systems, and the role of law in society.

American Federation of Teachers (AFT)
David Dorn, Director, Education for Democracy/International Project, International Affairs Department
Joe Davis, Coordinator, ED/I Project
Rimma Perelmutter, Associate, International Affairs Department
Timothy Shea, Assistant Coordinator, ED/I Project
American Federation of Teachers
555 New Jersey Avenue, NW
Washington DC 20001-2079
USA
Phone: 202-879-4448 (Dorn & Perelmutter); 202-393-7484 (Davis)
Fax: 202-879-4502
Electronic Mail: ddorn@aft.org; davis@aft.org; rperelmu@aft.org
Description of Organization: An 875,000-member union of public and professional employees, including public and private school teachers, school-related personnel, higher education faculty, employees of state and local governments, and health professionals. The International Affairs Department helps support efforts to build democracy around the world through educational programs and other activities.
Description of Activities: Conducts programs in Africa, Central and Latin American and Europe.

American Forum for Global Education (AFGE)
Willard Kniep
President
120 Wall Street
Suite 2600
New York NY 10005
USA
Phone: 212-742-8232
Fax: 212-742-8752
Electronic Mail: globed@igc.apc.org
Description of Organization:A major organization devoted to promoting the concept of global education. Its projects cover numerous countries, including Russia, and it develops curricula and materials.

America's Development Foundation
Michael Miller
Director
101 North Union Street
Suite 200
Alexandria VA 22314
USA
Phone: 703-836-2717
Fax: 703-836-3379

American Political Science Association (APSA)
Sheilah Mann, Director of Education and Professional Development
1527 New Hampshire Avenue, NW
Washington, D.C. 20036
USA
Phone: 202-483-2512
Fax: 202-483-2657
Electronic Mail: smann@apsanet.org
World Wide Web: http://www.apsanet.org

American Professional Partnership for Lithuanian Education (APPLE)
Vaiva Vebra
Post Office Box 617
Durham CT 06422
USA
Phone: 203-347-7095
Fax: 203-347-5837

Arizona Center for Law Related Education
Arizona Bar Foundation
Lynda Rando
Director
111 W. Monroe, Suite 1800
Phoenix AZ 85003
USA
Phone: 602-340-7360
Fax: 602-271-4930
Electronic Mail: LRABF@ aol.com

C-Span
Brian Lamb
Chief Executive Officer
400 North Capitol Street, N.W.
Suite 650
Washington DC 20001
USA
Phone: 202-737-3220
Fax: 202-737-3323
Electronic Mail: viewer@c-span.org
World Wide Web: http://www.c-span.org

Nancy Canova
Educator
Maine South High School
1111 South Dee Road
Park Ridge IL 60068
USA
Phone: 847-825-7711
Fax: 847-825-0677

Center for Civic Education
Charles N. Quigley, Executive Director
Margaret Branson, Associate Director
John Hale, Associate Director
Charles Bahmueller, Director of Special Projects
Jack N. Hoar, Director of International Programs
Beth Early Farnbach, Associate Director of International Programs
5146 Douglas Fir Road
Calabasas CA 91302
USA
Phone: 818-591-9321
Fax: 818-591-9330
Electronic Mail: center4civ@aol.com
World Wide Web: http://www.primenet.com/~cce
Description of Organization: Designs and implements curricula and trains teachers in civic education. Conducts international conferences and provides curricular assistance on education for democracy.
Description of Activities: Designs curricula, instruction in civic education, and conducts international conferences.

Center for Civic Education Through Law
Linda Start
Executive Director
2100 Pontiac Lake Road
Waterford MI 48328-2735
USA
Phone: 810-858-1925
Fax: 810-858-4661
Electronic Mail: Start.Linda@oakland.k12-mi.us

Center for Civil Society International (CCSI)
Holt Ruffin
Executive Director
2929 N.E. Blakeley Street
Seattle WA 98105-3120
USA
Phone: 206-523-4755
Fax: 206-523-1974
Electronic Mail: ccsi@u.washington.edu
Description of Organization: Establishes contacts between U.S. organizations and Eurasian and East Central European organizations.
Description of Activities: CCSI publishes a newsletter and bi-annual report, maintains a database of so called "third sector" American organizations, and supports a website containing over 250 files accessible by telnet.

Center for Teaching International Relations - University of Denver
Graduate School of International Studies
Denver CO 80208
USA
Phone: 303-871-3106 (prog)
Fax: 303-871-2906
Description of Organization: Helps precollegiate teachers become more proficient in teaching international, social science, and educational skill topics. This program also helps to improve the understanding and teaching of international and intercultural relations.
Description of Activities: Publishes and disseminates teaching activities written by classroom teachers who promote international and multicultural studies in the classroom. A free publication catalog is available. The University also offers an MA program in Curriculum and Instruction with a cognate in International Relations.

Chicago State University, Lithuanian College of Democracy
John A. Kenton
Chicago State University
Oak Lawn IL 60453
USA
Phone: 312-434-4535
Fax: 312-434-9363
Description of Organization: Organize democratic education in Lithuania.

Citizen Education Project (CEP)
Michael C. Brainerd
President
P.O. Box 205445
Yale Station
New Haven CT 06520
USA
Phone: 203-781-0263
Fax: 203-781-0265

Civic Education Project
Jonathan Becker
Yale University
P.O. Box 5445
New Haven CT 06520
USA
Phone: 203-432-3218
Electronic Mail: http://www.cep.yale.edu
Description of Organization: Program that sends lecturers to Eastern European Universities.

Civics at Work
Richard Lookatch
Box A
Bloomington IN 47402-0120
USA
Phone: 1-800-457-4509 ext.239
Electronic Mail: dlookatc@ait.net

CIVICUS: World Alliance for Citizen Participation
Miklos Marschall
Executive Director
919 18th Street, N.W.
Third Floor
Washington DC 20006
USA
Phone: 202-331-8518
Fax: 202-331-8774
Electronic Mail: info@civicus.org
Description of Organization: An international alliance dedicated to strengthening citizen action and civil society throughout the world.
Description of Activities: Informs audiences of the vital role voluntary citizen action plays in all parts of the world at national, regional, and international levels.

Close Up Foundation (CUF)
44 Canal Center Plaza
Alexandria VA 22314
USA
Phone: 703-706-3300
Fax: 703-706-0002
Description of Organization: Helps citizens of all ages gain a practical understanding of how public policy affects their lives, and how individual and collective efforts affect public policy.
Description of Activities: Conducts government studies in Washington, DC for high school and middle school students, and their teachers and older for Americans. CUF also offers national television programming on C-SPAN and classroom publications.

Jackie R. Collins
Superintendant
Floyd County Schools
600 Riverside Parkway NE
Rome GA 30161
USA
Phone: 706-234-1031
Fax: 706-236-1824
Electronic Mail: jcollins@geedunet.gac.peachnet.edu

Michele Collins
Assistant Principal
Ashworth Midddle School, Gordon County Schools
333 New Town Road NE
Calhoun GA 30701
USA
Phone: 706-625-9545
Fax: 706-625-0114

Connecticut Consortium for Law and Citizenship Education, Inc.
Joani Byer
Program Consultant
30 Trinity Street
Hartford CT 06106
USA
Phone: 203-232-4561

Constitutional Rights Foundation
Todd Clark
Educational Director
601 S. Kingsley Drive
Los Angeles CA 90005
USA
Phone: 213-487-5590
Fax: 213-386-0459

Constitutional Rights Foundation
Carolyn Pereira
Executive Director
407 South Dearborn Street
Suite 1700
Chicago, IL 60605-1119
USA
Phone: 312-663-9057
Fax: 312-663-4321
Electronic Mail: crfc@wwa.com

Council for Citizenship Education - Russell Sage College
Stephen L. Schechter
Director/Professor of Political Science
45 Ferry Street
Troy NY 12180
USA
Phone: 518-270-2363
Fax: 518-270-3125
Electronic Mail: schecs@sage.edu

Council for the Advancement of Citizenship
Charles M. Tampio
President
44 Canal Center Plaza
Suite 600
Alexandria VA 22314
USA
Phone: 703-706-3361
Fax: 703-706-0002
Description of Organization: A nonprofit consortium of 90 national, regional, and local organizations that preserve and enhance the public understanding of American constitutional and political traditions, and promote civic participation.

Description of Activities: The Council conducts programs and produces materials.

Dr. Alden Craddock
Associate Director for Citizenship Development
Dawn Shinew
Graduate Research Assistant
Mershon Center of the Ohio State University
1501 Neil Avenue
Columbus OH 43201-2602
USA
Phone: 614-292-3810
Fax: 614-292-2407
Electronic Mail: craddock@osu.edu; shinew.1@osu.edu

Croatian Democracy Project
Max Primorac
President
1319 18th Street, NW
Washington DC 20036
USA
Phone: 202-833-3372
Fax: 202-833-3372
Electronic Mail: cdp@interserv.com
Description of Organization: An NGO engaging in civic education and civil society-building in Bosnia-Herzegovina and Croatia.

Leslie Crutchfield
Editor
1511 K Street, N.W.
Suite 1042
Washington DC 20005
USA
Phone: 202-628-1691
Fax: 202-628-2063
Description of organization: Publishes articles on public service and grassroots activism.

Phyllis Darling
Director
Nevada Center for Law-Related Education
5801 Paseo Montana
Las Vegas, NV 89108
USA
Phone: 702-255-4500
Fax: 702-255-7232

Delphi International
Eva Guenther
1828 L Street NW
Suite 900
Washington DC 20036
USA
Phone: 202/898-0950 ext. 6810
Fax: 202/842-0885
Electronic Mail: eg@delphi-int.org

Educators for Social Responsibility (ESR)
Larry Dieringer
Executive Director
23 Garden Street
Cambridge MA 02138
USA
Phone: 617-492-1764
Fax: 617-864-5164
Description of Organization: A national nonprofit organization dedicated to the ethical and social development of children. Its mission is to help young people develop a commitment to the well-being of others and to make a positive difference in the world.
Description of Activities: Works with educators and parents, provides professional development, resources and support to make teaching social responsibility a core practice in schooling. It also conducts workshops on conflict resolution.

Emory University: Division of Educational Studies
Carole Hahn
Professor
Atlanta GA 30322
USA
Phone: 404-727-2799
Fax: 404-727-2799

Pat Feichter
Secondary Site Director
Maine South High School
1111 South Dee Road
Park Ridge IL 60068
USA
Phone: 847-825-7711
Fax: 847-825-0677
Electronic Mail: WXVF28a@prodigy.com

Florida Law-Related Education Association
Annette Boyd Pitts
Executive Director
1625 Metropolitan Circle
Suite B
Tallahassee FL 32308
USA
Phone: 904-386-8223
Fax: 904-386-8292
Electronic Mail: ABPflreaED@aol.com
Description of Organization: Promotes law-related education in Florida.

Freedom Forum
Charles L. Overby
President and Chief Executive Officer
1101 Wilson Blvd.
Arlington VA 22209
USA
Phone: 703-528-0800
Fax: 703-284-3570

Freedom House
Adrian Karatnycky
President
120 Wall Street
New York NY 10005
USA
Phone: 212-514-8040
Fax: 212-514-8045

Harvard University National Resource Center for Russian, East European, and Central Asian Studies
Janet G. Vaillant
Associate Director
1737 Cambridge Street
Cambridge MA 02138
USA
Phone: 617-495-5852
Fax: 617-495-8319
Electronic Mail: vaillant@husc4.harvard.edu

Heartland International
Karen A. Egerer
President
1033 W. Van Buren Street m/c 777
Chicago IL 60607-2919
USA
Phone: 312-413-8591
Fax: 312-413-8151
Electronic Mail: 441223@uicvm.uic.edu
Description of Organization: Designs, implements and manages political, economic and social development projects, as well as international education exchange programs. The organization's primary focus is on programs that strengthen democratic institutions and promote microeconomic development.
Description of Activities: Heartland offers democratic leadership training and internship programs for leaders from emerging democracies. Conducts training seminars for legislators, government officials, and NGO leaders on civic education, building civil society, and other topics relevant to strengthening democratic institutions and ideas.

Rosie Hefferman
Teacher
Our Lady of Lourdes
6740 SW 145th Street
Miami FL 33158
USA
Phone: 305-667-1623 ext.172, 305-232-1365 (home)
Fax: 305-663-3121

Hoover Institution
Larry Diamond
Senior Research Fellow
Stanford University
Stanford CA 94305-6010
USA
Phone: 415-725-3420
Fax: 415-723-1928

Human Rights Education Association
Felisa Tibbitts
P.O. Box 382396
Cambridge MA 02238
USA
Phone: 1 617 393 8505
Fax: 1 617 393 8227
Electronic Mail: 102402.2402@compuserv.com

Human Rights Society of Uzbekistan
Dr. Abdoumanmob Poulatov
Chairman
1819 H Street, N.W.
Suite 230
Washington DC 20006
USA
Phone: 202-775-9776
Fax: 202-775-9770
Electronic Mail: 4201773@mcimail.com

Idaho State University
George D. Gates
Professor of Education
Idaho State University
College of Education
Pocatello Idaho 83209-8059
USA
Phone: 208-236-2645

Indiana State Bar Association, Committee on Citizenship Education
Richard Eynon
555 First Street
P.O. Box 1212
Columbus IN 47202-1212
USA
Phone: 812-372-2508
Fax: 812-372-4992

Description of Organization: Promotes citizenship education in Indiana jointly with the Social Studies Development Center, Indiana University.
Description of Activities: Promotes education for citizenship.

Institute for Citizenship Education
Patti Denney
Director
Capital University Law School
1387 Portage Drive
Columbus OH 43235
USA
Phone: 614-457-8260

Institute for Democracy in Eastern Europe (IDEE)
Irena Lasota
President
2000 P Street, N.W.
Suite 400
Washington DC 20036
USA
Phone: 202-466-7105
Fax: 202-466-7140
Electronic Mail: idee@dgs.dgsys.com
Description of Organization: IDEE/Institute for Democracy in Eastern Europe (Poland and USA) has a ten-year tradition of supporting and networking for civic education groups.

International Foundation for Electoral Systems
Richard Soudriette
Director
1101 15th St. N.W.
Third Floor
Washington DC 20005
USA
Phone: 202-828-8507
Fax: 202-452-0804
Description of Organization: Conducts educational programs on elections and democracy, and provides technical assistance to electoral authorities.

Iowa Center for Law Related Education
Tim Buzzell
Director
Drake University
Opperman Hall
Des Moines IA 50311-4505
USA
Phone: 515-271-4956

Kettering Foundation
David Matthews
Director
200 Commons Road
Dayton OH 45459-2799
USA
Phone: 513-434-7300
Fax: 513-439-9804

The Honorable Gerald Kogan
Chief Justice
Florida Supreme Court
Irene Kogan
Docent Program Coordinator
500 South Duval Street
Tallahassee FL 32399
USA
Phone: 904-488-0007
Fax: 904-922-6625

Brenda Lavender
Lake Oswego High School
2501 SW Country Club Road
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Lake Oswego OR 97034
USA
Phone: 503-699-1488, 503-245-2674 (home)
Fax: 503-635-0327

Lewis and Clark Law School
Marilyn Cover
Director, Classroom Law Project
10015 S.W. Terwilliger Blvd.
Portland OR 97219
USA
Phone: 503-768-6623
Fax: 503-768-6671

Lithuanian Research and Studies Center
Dr. John A. Rackauskas
President
5600 South Claremont Avenue
Chicago IL 60636-1039
USA
Phone: 312-434-4545
Fax: 312-434-9363

LRE Report - American Bar Association, Special Committee on Youth Education for Citizenship
Paula Nessel
Managing Editor/Project Coordinator
541 North Fairbanks Court
Chicago IL 60611-3314
USA
Phone: 312-988-6386
Fax: 312-988-5032

Description of Organization: A newsletter which provides current information on resources, instructional materials, forthcoming conferences, new projects, funding opportunities, and other developments in law-related education (LRE).

Mershon Center of The Ohio State University
Richard C. Remy, Director, Citizenship Development Program
1501 Neil Avenue
Columbus, Ohio 43201-2602
USA
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Fax: 614-292-2497
Electronic Mail: remy.2@osu.edu

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Director
Rhode Island Center for Economic Education
Rhode Island College
Providence RI 02908
USA
Phone: 401-456-8037
Fax: 401-456-8851
Electronic Mail: pmoore@grog.ric.edu

National Association of Parliamentarians - National Office
Rollie Cox
President
6601 Winchester Avenue
Suite 260
Kansas City MO 64133-4657
USA
Phone: 816-356-5604
Fax: 816-356-5605

National Association of Secondary School Principals
Tim Dyer
Executive Director
1904 Association Drive
Reston VA 22091
USA
Phone: 703-860-0200
Fax: 703-476-5432

National Conference of State Legislatures
Karl Kurtz
Director of State Services
1560 Broadway #700
Denver CO 80202
USA
Phone: 303-863-8003
Fax: 303-863-8003
Electronic Mail: karl.kurtz@ncsl.org

National Council on Economic Education
Patricia Elder
Vice President, International Programs
1140 Avenue of the Americas, 2nd Floor
New York New York 10036
USA
Phone: 212-730-7007 ext. 353
Fax: 212-730-1793, 212-768-7894
Electronic Mail: econusa@novalink.com; pelder@eaglobal.org
Description of Organization: Promotes economic understanding in the U.S. and worldwide. Offers instructional materials for teachers and students, evaluation materials, and teacher training programs. Develops standards for economic education.

National Council for the Social Studies
Martharose F. Laffey
Executive Director
3501 Newark Street, N.W.
Washington DC 20016-3167
USA
Phone: 202-966-7840
Fax: 202-966-2061

National Democratic Institute for International Affairs (NDI)
Kenneth D. Wollack
President
1717 Massachusetts Avenue, N.W.
Fifth Floor
Washington DC 20036
USA
Phone: 202-328-3136
Fax: 202-939-3166
Electronic Mail: 5979039@MCIMAIL.COM
Description of Organization: A non-profit, non-partisan organization conducting international political development programs to promote and strengthen democratic institutions. NDI has 150 staff, with field officers in 22 countries. USAID, NED, and private contributions sponsor its programs.
Description of Activities: Conducts programs focusing on political party training, election processes, strengthening legislatures, local government, civic organization, and civil-military organizations.

National Endowment for Democracy (NED)
Carl Gershman
President
1101 Fifteenth Street, N.W.
Suite 700
Washington DC 20005
USA

Phone: 202-293-9072
Fax: 202-223-6042
Description of Organization: A private, independent, non-profit foundation which supports democratic activities around the world. It supports activities in East Central Europe and the former Soviet Union extensively.
Description of Activities: Priority areas include support for programs which build civil society, promote democratic education, and foster improved ethnic and minority relations.

National Institute for Citizen Education in the Law (NICEL)
Edward L. O'Brien
Co-Director
711 G Street, S.E.
Washington DC 20003
USA
Phone: 202-546-6644
Fax: 202-546-6649
Electronic Mail: eobrien@und5.umd.edu
Description of Organization: A project of the consortium of universities in the Washington D.C. area, affiliated with Georgetown University. A nationally and internationally recognized leader in public legal education programs. It also creates curricula.
Description of Activities: Creates elementary and secondary civics textbooks, conducts on-site training and conferences, and develops curriculum materials. It also conducts law-related human rights and democracy training programs.

Northern Illinois University
Jeffrey Mirel
Professor
Department of Leadership and Educational Policy Studies
Northern Illinois University
Dekalb IL 60115
USA
Phone: 815-753-1562
Fax: 815-783-3095
Electronic Mail: jmirel@niu.edu
Description of Organization: Department is attempting to start an M.A. program in democracy and education at Kiev Mohyla University in Ukraine.

Ocean State Center for Law and Citizen Education
University of Rhode Island
22 Hayes Street
Providence RI 02908
USA
Phone: 401-861-5737
Fax: 401-351-8855
Description of Organization: Performs in-service training and distributes materials for civic education for grades K-12.

Orava Project
University of Northern Iowa
College of Education
139 Schindler Education Center
Cedar Falls IA 50614
USA
Phone: (319) 273-2512
Fax: (319) 273-6997
World Wide Web: http://www.uni.edu/coe/orava

Claudia Parliament
Executive Director
University of Minnesota
218 COB
1994 Buford Avenue
St Paul MN 55108
USA
Phone: 612-625-5733
Fax: 612-625-6245
Electronic Mail: cparla@dept.agecon.umn.edu

Parliamentary Human Rights Foundation
David Phillips
President
1056 Thomas Jefferson Street, NW
Washington DC 20007-3813
USA
Phone: 202-333-1407
Fax: 202-333-1275
Electronic Mail: jsteel@gdn.org
Description of Organization: Works with parliamentarians worldwide to strengthen democracy and respect for human rights.
Description of Activities: The Foundation publishes the "IPN Network Update" and the "Congressional Human Rights Reporter". It also provides an accessible communication and information system for the Global Democracy Network and Internet, focusing on human rights and democracy. It provides training and other forms of technical assistance.

Partners for Democratic Change (PDC)
Raymond Shonholtz
President
International Office
823 Ulloa Street
San Francisco CA 94127
USA
Phone: 415-665-0652
Fax: 415-665-2732

Electronic Mail: pdc@igc.apc.org
Description of Organization: PDC seeks to advance the conflict management skills of government, nongovernment, and academic organizations through conflict resolution programs.
Description of Activities: PDC provides publications, educational materials, curricula, workshops, and seminars on conflict resolution.

Partners for Democratic Change — Academic Partner
Dennis Sandole
Director
George Mason University
Institute for Conflict Analysis and Resolution
Fairfax VA 22030-4444
USA

Partners of the Americas — Citizen Participation Program
Martha Villada
Director
1424 K Street, N.W.
Suite 700
Washington DC 20005
USA
Phone: 202-628-3300
Fax: 202-628-3306
Description of Organization: A voluntary NGO fostering cultural exchanges and social and economic development in the Western Hemisphere through U.S. - Latin American and Caribbean partnerships.
Description of Activities: The Organization provides training, technical assistance, and small grants for civic education, conducts seminars and workshops, and publishes newsletters, manuals and training materials.

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Pennsylvania Department of Education
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333 Market Street
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Harrisburg, PA 17126-1832
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Phi Alpha Delta Public Service Center
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Project Director
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Washington DC 20005
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Douglas A. Phillips
Social Studies Program Coordinator
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Anchorage AK 99519-6614
USA
Phone: 907-269-2210
Fax: 907-269-2325
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Helen S. Ridley
Chair, Dept. of Political Science and International Affairs, and Director of Office of Conflict Management
Kennesaw State University
1000 Chastain Road
Kennesaw, GA 30152
USA
Phone: 770-423-6251
Fax: 770-423-6312
Electronic Mail: hridley@ksumail.kennesaw.edu

Peggy Robinson-Wilson
School Board Member
1816 Westview Circle
Anchorage, AK 99504
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Phone: 907-333-1831
Fax: 907-338-7885
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Stephanie Schechter
Coordinator
Civitas/Russia School Exchange
Niskayuna NY 12309
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Phone: 518-377-2233
Fax: 518-377-2219
Electronic Mail: xschechs@sage.edu

Stephen L. Schechter
Executive Director
Council for Citizenship Exchange
Russell Sage College

Troy NY 12180
USA
Phone: 518-270-2363, 518-393-5847
Fax: 518-270-3125
Electronic Mail: schechs@sage.edu

Social Studies Development Center of Indiana University
Dr. John J. Patrick—Director, SSDC and Director, ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS)
Robert Leming—Director, Indiana Program for Law-Related Education
2805 East 10th Street, Suite 120
Indiana University
Bloomington IN 47408
USA
Phone: 812-855-3838; 800-266-3815
Fax: 812-855-0455
Electronic Mail: patrick@indiana.edu; rleming@indiana.edu
Description of Organization: Develops and disseminates materials for and about civic, history, and social science education. The SSDC also runs ERIC/ChESS, a clearinghouse which gathers, catalogues, and publishes American and overseas information on all aspects of social studies and social science education.
Description of Activities: Develops and disseminates materials, runs a database, and acts as a consulting service.

Stanford University Program on International and Cross-Cultural Education (SPICE)
Stanford University
Littlefield Center
Room 14
Stanford CA 94305
USA
Phone: 415-725-1114

Syracuse University - The Joint Eastern Europe Center for Democratic Education and Governance
Dr. Joseph V. Julian
Director and Chairman
346 Eggers Hall
Syracuse NY 13244-1090
USA
Phone: 315-443-4022
Fax: 315-443-9085
Description of Organization: Its objectives are to reexamine the values of democratic citizenship in East-Central Europe and the challenges they face in the post-communist era; to assess the role that educational institutions will play in the shaping of civic confidence for future students; and to develop and implement projects designed to foster civil society and build democratic institutions in East-Central Europe.

Teachers College, Columbia University and Interactive, Inc.
Dale Mann
85 Cedarfield Hollow Road
Laurel Hollow NY 11791-1416
USA
Phone: 212-678-3727
Fax: 212-678-4048

Teaching Tolerance
Sara Bullard
Editor
400 Washington Avenue
Montgomery AL 36104
USA
Fax: 205-264-3121

The Right Question Project, Inc.
Dan Rothstein
Executive Director
218 Holland Street
Somerville MA 02144
USA
Phone: 617-628-4070
Fax: 617-628-8632
Electronic Mail: HNS767@handsnet.org
Description of Organization: A nonprofit organization which designs educational programs helping low-income people advocate for themselves and participate fully in the democratic process.
Description of Activities: Develops workshops that enable people to formulate their own questions about issues important to them, trains community-based organizations and agencies to facilitate their own workshops, and prepares workshop participants to develop and use their own research strategies.

Dr. Harry Trendell
Assistant Professor of Geography
Dept of Political Science and International Affairs
Kennesaw State University
1000 Chastain Road
Kennesaw, GA 30152
USA
Phone: 770-423-6240
Fax: 770-423-6312
Electronic Mail: hrtrendel@ksumail.kennesaw.edu

Ukranian-American Educational Associates
Myron B. Kuropas
107 Ilehamwood Drive

DeKalb, IL 60115
USA
Phone: 815-758-6897
Description of Organization: Develops curriculum materials for Ukranian history and civic education.

United States Institute of Peace (USIP)
Education and Training Program
1550 M Street, N.W.
Suite 700
Washington DC 20005-1708
USA
Phone: 202-429-3845
Fax: 202-429-6063
Description of Organization: Sponsors education and training and research and public information programs on promoting non-violent means to resolve international conflict.
Description of Activities: USIP conducts seminars, sponsors the National Peace Essay Contest for high school students, the Matsunaga Scholars program for undergraduates, and the Peace Scholars Program for doctoral students. It has also developed a curriculum unit for high schools on international conflict resolution. Other activities include grantmaking, fellowships, research projects, library services, and publications.

University of Kentucky — Office of International Affairs
Angene Wilson
Professor
Bradley Hall
Lexington KY 40506-0058
USA
Phone: 606-257-4068
Fax: 606-257-1893
Electronic Mail:
Description of Organization: Funded by the United States Institute of Peace, this organization edited "Managing International Conflict", essays and lessons developed by secondary and college teachers.

University of Maryland, Civic Education Project
Dr. Judith Torney-Purta
University of Maryland
College of Education
3304 Benjamin Bldg.
College Park MD 20742
USA
Phone: 301-405-2806
Fax: 301-405-2891
Electronic Mail: jt22@umail.umd.edu
Description of Organization: IEA/Civic Education Project is a consortium of educational research organizations in more than 50 countries undertaking research studies in civic education.

University of Minnesota, Hubert H. Humphrey Institute of Public Affairs
Dr. Harry C. Boyte
National Coordinator
301 19th Avenue, South
University of Minnesota
Minneapolis MN 55455
USA
Phone: 612-626-8176
Fax: 612-625-6351

University of Minnesota Human Rights Library
David Weissbrodt
229 19th Avenue
Minneapolis MN 55455
USA
Electronic Mail: david.r.moeller-1@tc.umn.edu

University of Northern Iowa
Gerald Anglum
Media Relations Director
127 Gilchrist Hall
Cedar Falls IA 50614
USA
Phone: 319-273-2761
Description of Organization: The University is working to reform the basic education system in Slovakia.

University of Washington — Department of Education
Theodore Kalstounis
Professor
University of Washington
Seattle WA 98195
USA
Phone: 206-543-6636

Charles S. White
Associate Professor
School of Education
Boston University
605 Commonwealth Avenue
Boston MA 02215
USA
Phone: 617-353-8482
Fax: 617-353-3924
Electronic Mail: cswhite@bu.edu

World Affairs Council of Washington, D.C.
Cynthia Webster
Director
International Project for Educators
1726 M Street, NW
Suite 800
Washington DC 20036
USA

Phone: 202-293-1051
Fax: 202-833-2369
Description of Organization: Promotes education on world affairs for U.S. secondary school students and teachers and for the general public.

World Learning, Inc.
Judy Mello
President
P.O. Box 676
Dept. C5
Kipling Road
Battleboro VT 05302
USA
Phone: 802-257-7751
Fax: 802-258-3428

UZBEKISTAN

Tashkent Public Education Center
Meborak Tashpulatova
Tashent
Uzbekistan
Phone: 3712-72-84-52
Fax: 3712-64-74-84
Electronic Mail: stella@silk.glas.apc.org

VENEZUELA

Escuela de Vecinos
Elias Santana
Edif. Carota
Nivel Mezanina
Offic. 20-M-20
Caracas
Venezuela
Phone: 582-576-5402
Fax: 582-576-6902

ZAMBIA

Civil Rights Promotion Movement
S.G. Malipilo
Lecturer/Executive Secretary
C/O Private Bag E 186
P.O. Box 50982
Lusaka
Zambia
Phone: 260 1 253451
Fax: 239741

Law Association of Zambia
Willie Aubbie Mubanga
P.O. Box 23215
Kitwe 210602
Zambia
Phone: 260-1-225-884
Fax: 260-1-225-049
Description of Organization: Assists in Zambia's transition to multiparty democracy through election monitoring, plus civic and human rights education. The Association published a handbook detailing election laws and produced a TV series on human rights and civic education.

Ministry of Education
Chilumba Nalwamba
The Director
Curriculum Development Centre
P.O. Box 50092
Lusaka
Zambia
Phone: 254071
Fax: 254087
Description of Organization: A national centre for developing curricula in Zambian schools, with orientation for teachers through workshops on materials used in the curriculum.

Nkrumah Teacher's College
The Principal
The Civics Section
P.O. Box 80404
Katswe ZambiaAfrica
Zambia
Phone: 05-222047
Fax: 05-223223
Description of Organization: Trains secondary school teachers in civics to teach in Zambia's secondary schools.

ZIMBABWE

ZIMRIGHTS - Zimbabwe Human Rights Association
Reginald Matchaba-Hove
Chairman, Dept. of Community Medicine, Univ. of Zimbabwe
Office 38 New Africa House
40 Union Avenue
Harare
Zimbabwe
Phone: 263-4-796586
Fax: 263-4-796589

Description of Organization: Fosters individuals' and groups' respect for human dignity, regardless of race, color, religion, sex, age, or social status. Collaborates and networks with other national and international human rights organizations to create a global culture.

Description of Activities: Conducts human rights education to inform people and create awareness about their rights. Publishes research and documents on human rights issues and provides legal advice and assistance on human rights.

Appendix

Brochure for CIVITAS: International Civic Education Exchange Program 183

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CIVITAS

An International Civic Education Exchange Program

Administered by the

Center for Civic Education

BACKGROUND

Civitas: An International Civic Education Exchange Program is a cooperative project of CIVITAS, an international consortium of organizations, individuals, and governments. The **Civitas Exchange Program**, administered by the Center for Civic Education, is supported by the United States Department of Education and is being conducted with the cooperation of the United States Information Agency and its affiliated offices in Eastern Europe (EEN), and the newly independent states of the former Soviet Union (NIS).

The CIVITAS Consortium was initiated in June 1995 at the Civitas@Prague conference sponsored by the United States Information Agency. At the close of that conference, participants representing more than 50 nations signed a declaration pledging to "create and maintain a worldwide network that will make civic education a higher priority on the international agenda." The CIVITAS Consortium aims at strengthening effective education for informed and responsible democratic citizenship. Consortium members, which include leading civic education organizations from the United States and EEN/NIS countries, are dedicated to strengthening civic education and constitutional democracy throughout the world.

Civic education is understood to play an important role in the development of the political culture required for the establishment, maintenance, and improvement of democratic institutions. **The Civitas Exchange Program** provides civic education leaders opportunities to learn from and assist each other in improving education for democracy in their respective nations.

GOALS

The goals of the **Civitas Exchange Program** are to

- acquaint educators from EEN/NIS with exemplary curricular and teacher training programs in civic education developed in the United States
- assist educators from EEN/NIS in adapting and implementing effective civic education programs in their own countries
- create instructional materials for students in the United States that will help them better understand emerging constitutional democracies
- facilitate the exchange of ideas and experience in civic education among political, educational, and private sector leaders of participating EEN/NIS, the United States, and other established democracies
- encourage research to determine the effects of civic education on the development of the knowledge, skills, and traits of public and private character essential for the preservation and improvement of constitutional democracy

These goals will be accomplished through

- seminars for civic educators on the basic values and principles of constitutional democracy and its institutions
- visits by civic educators to school systems, institutions of higher learning, and nonprofit organizations that have exemplary programs in civics and government education
- translations of basic documents of constitutional government and significant works on political theory, constitutional law, and government
- adaptations or development of exemplary curricular and teacher education programs
- joint research projects in the areas of curricular development and teacher education
- evaluation to determine the effects of civic education programs

Civitas: An International Civic Education Exchange Program
is supported by the
United States Department of Education with the cooperation of the **United States Information Agency**

FRAMEWORK

A major initiative of **Civitas: An International Civic Education Exchange Program** is a coordinated two-year cooperative international project to develop a framework for education for democracy. The framework will be an outline of the educational components required for any individual to understand the basic concepts of politics and political life, as well as the core requirements of a constitutional democratic political system. By seeking the full participation of interested parties around the world, the project is attempting to develop a consensus among broadly diverse participants about what the core concepts of constitutional democracy are and what they mean.

It is hoped that this framework will be a resource for educational programs to prepare youth and adults for democratic citizenship in countries around the world.

It is the intent of the project that this framework be applicable to and adaptable by any country that has established or seeks to establish, consolidate, or maintain a constitutional democratic political system. Although the project is supported by the U.S. government, the developmental process and the completed framework will be solely the responsibility of the Center for Civic Education and the international committees established for the program.

Public and private sector groups such as ministries of education, teacher training institutions, independent educational centers, professional associations, and textbook publishers will be able to adapt the framework to their own circumstances and purposes, as will teachers and other individuals.

ORGANIZATION

The **Civitas Exchange** program has established primary and secondary sites in the United States and international sites in EEN/NIS. A list of these sites follows.

United States. Principal civic education organizations are

- American Federation of Teachers Educational Foundation
- American Political Science Association
- Center for Civic Education
- Mershon Center and College of Education of the Ohio State University
- Social Studies Development Center of Indiana University

Affiliated civic education organizations of state and local levels are

- Council for Citizenship Education at Russell Sage College (New York)
- Florida Law-Related Education Association
- Classroom Law Project (Oregon)
- Center for Civic Education through Law (Michigan)
- We the People... Project of Georgia and Northwestern Georgia
- Pennsylvania CIVITAS: Juniata Institute for Civic Affairs and Temple Law-Related and Civic Education Center
- We the People... Project of Illinois
- Boston University
- Anchorage School District
- Nevada Center for Law-Related Education
- Center for Law-Related Education, Arizona Bar Foundation

EEN/NIS. Affiliated civic education organizations at the international level are

- Czech Republic: Institute for the Development of Education, Charles University
- Hungary: Civitas–Association for Teaching Civic Knowledge and Skills
- Latvia: Democracy Advancement Center
- Poland: Center for Citizenship Education
- Russia: Association for Civic Education, in cooperation with Grazhdanin
- CIVITAS Bosnia-Herzegovina
- Programs are pending in Croatia, Serbia, Republika Srpska, and other EEN/NIS nations.

In addition to the above organizations, **Civitas: An International Civic Education Exchange Program** enjoys the active assistance of the U.S. Department of Education, the United States Information Agency, and other U.S. federal agencies.

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www.civnet.org **www.primenet.com/~cce**

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Author(s):	**Audigier, F., and G. Lagelee.**
Document Title:	CIVIC EDUCATION: TEACHING ABOUT SOCIETY, PASSING ON VALUES. REPORT OF THE COUNCIL OF EUROPE TEACHERS' SEMINAR (57TH, DONAUESCHINGEN, GERMANY, OCTOBER 12-17, 1992).
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Abstract:	This seminar report describes debates that centered around three civic educational themes of identity/citizenship, civics and school life, and the study of the European Convention on Human Rights along with ideas presented at the opening of the seminar and general conclusions at the end. . . .

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Reprint Availability:	Available From: UMI
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Descriptive Note:	Document Type: REVIEW LITERATURE (070); POSITION PAPER (120); JOURNAL ARTICLE (080)
ISSN Number:	ISSN: 0889-0293
Target Audience:	Target Audience: Teachers; Administrators; Practitioners
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Annotation:	Discusses the potential impact that the America 2000 reform effort might have on social studies and citizenship education. Argues that the preoccupation of America 2000 and the business community is short-sighted. Calls for social studies educators to recommit themselves. (CFR)

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(Rev. 3/96/96)

About *Building Civic Education for Democracy in Poland*

This volume is about teaching democracy. It is a reflective analysis of the effort since 1991 of a group of Polish and American educators to develop civic education programs for schools and teachers in Poland. This cross-cultural effort, Education for Democratic Citizenship in Poland (EDCP), was initiated at the request of the Polish Ministry of National Education and is a collaborative work of the Mershon Center and College of Education of The Ohio State University and the Center for Citizenship Education, Warsaw.

The idea for this book came out of discussions following a workshop in Warsaw in 1992. At this meeting, both Americans and Poles first began to realize that EDCP could be a long-term, successful endeavor with significant accomplishments. The group decided there that members needed to be reflective about their efforts, both to improve their own practice and to be able to share lessons learned with others concerned about civic education.

The ERIC Clearinghouse for Social Studies/Social Science Education collaborated with the National Council for the Social Studies to publish this book on the reconstruction of civic education in post-communist Poland.

The book, *Building Civic Education for Democracy in Poland*, was published in June 1996. The co-editors are Richard C. Remy of The Ohio State University and Jacek Strzemieczny, Director of the Polish Center for Citizenship Education.

The price of this book is $15 + $2 s/h. It may be ordered only from NCSS, 3501 Newark Street, NW, Washington, DC 20016 or call (202) 966-2061.

This book includes chapters on various aspects of democratic civic education in Poland and other parts of Central and Eastern Europe. There is discussion of the crippling legacy of communism, current obstacles to democratic reforms, and efforts to overcome those obstacles. The book concludes with an analysis of constitutional democracy in Central and Eastern Europe and a discussion of the global prospects for democracy. Authors of the 13 chapters of this book include Polish and American scholars and educational leaders.

ERIC